

The Business Education World

MARCH



1946

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Dictation at 120 Up

MADELINE S. STRONY

DO YOU mean that the dictators in your company always dictate at 110 to 120 words a minute?"

That was the question put to Mrs. Florence G. Martin, personnel and training supervisor of Johns-Manville of New York City, at a recent forum meeting of Alpha Chapter of Delta Pi Epsilon. The purpose of this meeting was to bring to school people what business was demanding in certain technical skills.

Mrs. Martin's answer to that question was, "No, they do not, but we believe that for the stenographer's own protection, in order to provide her with adequate skill to qualify for transfer or promotion when it is offered, she should have minimum shorthand speed of 110. There are times, of course, when the dictation will slow down to perhaps 70 or 80 words a minute; there are other times when the thoughts of the dictator come rapidly and the dictation might go to 120 or 140. We find that the stenographer who has this additional speed has the needed margin that makes for confidence on the job."

In visits made to numerous firms within the past year—when working on the project of "Improving Learning and Achievement in the Development of Employable Personalities in Business Education" for the *American Business Education Yearbook*, Volume II—I was surprised at the number of employers who changed the subject of "Personalities" to *technical skills*. Many of them said that some employees with the most pleasing personalities

could not be considered in the stenographic and typewriting departments because they were unable to meet the initial requirements of their respective companies. Naturally, I was interested in knowing what those initial requirements were.

Miss Frances White, in charge of the Testing Division of American Airlines, Inc., New York City, said that their dictation is given at a speed of 100 words a minute, and the typing tests at 45 to 50. Applicants taking these tests are permitted to become acquainted with the company's typewriter during a short warm-up period prior to taking the actual typing tests and to transcribing the dictation material. The applicant turns in the material as soon as completed.

Miss White kept a very careful record of the work of these applicants and found that over a period of nearly a year (ending approximately February, 1945) the average transcription speed would run from 17 to 21 words a minute on the basis of a letter of 172 standard words completed in an average of 8 to 10 minutes. Many applicants, however, completed the letter in 6 to 8 minutes.

High school graduates who had taken dictation at 120 and above in school and whose work had been recommended by their schools *generally* passed the test; business school graduates *almost invariably* passed.

Miss White believed that speed of dictation in the final analysis was less important than accuracy of transcription; however, in many cases it was found that "slow but sure" was not borne out by the applicants' test results.

It would seem from Miss White's study that those wishing to meet the initial stenographic requirements of American Airlines, Inc., would have to be able to take at least 120 words a minute in their schoolwork to allow for a degree of nervousness on the test, a new dictator, and an office situation, inasmuch as those having acquired *only* 100 words a minute in school usually failed the test.

It was found that students coming in directly from high school claiming a speed of 100 words a minute generally mean that under the most ideal conditions the highest speed they can hope to attain is 100 words a minute. Actually, 80 or 90 words a minute more nearly represents their speed. Miss White presented these data at the same forum meeting of Delta Pi Epsilon.

Minimum Requirements

In speaking with Miss Helen M. Korday, employment manager of the New York office of the National Broadcasting Company, I learned that the minimum requirements for stenographic and typing speeds at NBC are 100 words a minute in shorthand and 50 words a minute in typing. These speeds have been set with the understanding that the average applicant, due to nervousness and other factors, has an actual speed of 110 words a minute or better if the test is passed at 100.

"Inasmuch as higher technical skills are not always the chief requirements in many secretarial positions, they do not necessarily insure promotion. They are helpful only in such positions where greater speeds are required," says Miss Korday.

Do these young people with higher technical skills receive recognition by having more responsible positions and higher pay? Yes, they do.

I remember well an evening school speed class in which the writers were all taking dictation at a minimum of 140 words a minute. In that class, four were employed by the Standard Oil Company of New Jersey. They all had responsible stenographic positions, but they were going on to higher speeds (and they never forgot accuracy, English, and spelling). Because, as one young man of the group said, "Our chiefs are all crackerjacks at dictation, and they reel off the stuff so fast it would make your head swim."

How did the company feel about employees

taking this extra speed work? It was so much in favor of it that, if the employee did well in the classwork, he was reimbursed for one-half of the tuition fee.

Remembering this group, I recently telephoned Miss Dorothy Clarke at the Standard Oil Company and asked if the company's standards were still the same, and if there were places in her organization for persons with high technical skills. She said, "Yes." Although their stenographic tests are still being given at only 100 words a minute, and typewriting at about 50 words, many fail because the company likes at least 25 to 30 words a minute transcribing speed on the transcript. If the applicant can meet those requirements on a test, he is usually taking dictation in class at a minimum of 120 words a minute, typing from 55 to 60 words a minute, and transcribing at 25 to 30 words a minute.

In all my visits, I asked whether the companies had lowered their standards during the war because of the employment market. The answer was "No," but with the hasty addition in a number of cases—"we have had to set up our own training departments to improve the skills." Some companies were sending their employees to business schools several hours a day, paying their tuition and a substantial salary for a work week of about 20 to 24 hours. Three such companies are the Vick Chemical Corporation, S. H. Kress and Company, and Johns-Manville, all of New York City.

When I visited S. H. Kress and Company, I was particularly impressed with a plan which this company has set up for increased production in office work. The more mailable work a girl produces, the higher the salary. It was not uncommon to find typists working away at 70 and 80 words a minute. These were happy, congenial workers in pleasant surroundings with excellent lighting.

Is there any reason to suppose that a student cannot be accurate as well as speedy? It has been said by some who did not believe there was a place for shorthand speed above 80 words a minute—"An employer would rather have an accurate writer than a careless, speedy one." How much better, though, if that accurate writer with good working habits is trained (and he usually can be) to 120 words a minute and up to become a speed writer *as well as* an accurate one.

I had lunch recently with three of my high

school teacher friends from New Jersey, and we were discussing these requirements. Two of the teachers mentioned what several of their graduates had told them about getting ahead because they were able to take dictation at 120 words a minute and turn in mailable transcripts.

These teachers had been wondering just how worth while their speed club was. (Only those who had passed the Gregg official 120 were eligible to be members of this club.) They felt gratified when they learned of the promotions and salary increases received by the former club members. A number were employed at the Prudential Insurance Company, of Newark, New Jersey, and found that the speed work given them in high school helped them to meet the stenographic requirements

of 120 words a minute in a comparatively short time.

On my visit to the Prudential Insurance Company, I learned how pleased it was with the high school students it has been employing. To receive a stenographer's rating in that organization, a girl must be able to take dictation at approximately 120 words a minute. However, the company employs girls who have lower stenographic speeds and trains them in the Correspondence Department until they meet the 120-word requirement. The instruction plan for speed building is an excellent one.

There must be other teachers who have visited companies in the past and found the same high standards I did. Won't you write the B. E. W. telling of your experience?

Dorothy Shaver Heads Lord & Taylor

LORD & TAYLOR's newly-elected president, Dorothy Shaver, is the first woman to head a \$30,000,000 corporation. Born in Arkansas, she attended the University of Arkansas and the University of Chicago. She has traveled extensively throughout Europe.



She joined Lord & Taylor in 1924, as head of the Comparison Department. In 1927, she became a member of the board of directors of the company; and in 1931, she was elected a vice-president. Since 1937, she has served as first vice-president of the store, directing the entire advertising, fashion promotion, public relations, and display programs of the store. The national and even international renown which Lord & Taylor has achieved through its revolutionary methods of advertising and display are directly attributable to Miss Shaver's creative thinking and her belief that "advertising must grow up."

Among her outstanding accomplishments is her successful fight to put American designers on the map and win world-wide recognition for the American fashion industry. The annual American Design Award inaugurated in 1938 was merely the logical implementation of ideas Miss Shaver fought for as early as 1932.

During the war, Miss Shaver acted as merchandise consultant to the office of the Quartermaster General of the U.S. Army. Her in-

terest in encouraging and stimulating American designing talent has led her to become active in a number of organizations. Miss Shaver is an Honorary Fellow for Life of the Metropolitan Museum of Art, a member of the Advisory Committee of the Museum of Modern Art, Advisory Council of the New York School of Applied Design for Women, Cooper Union Art School, and a trustee of the Parsons School of Design.

California Business Education Conference

THE annual California conference on business education, sponsored by the California Business Educators Association and the Bureau of Business Education of the California State Department of Education, will be held Saturday, April 13, in Fresno.

The morning session will consist of a talk, to be followed by a panel discussion on, "What's Ahead for Business Education in California." The afternoon meeting will be devoted to discussions and illustrations of teaching aids and devices in business education.

Officers of the California Business Educators Association are: *president*, Blake Spencer, Oakland; *vice-president*, Daniel Siemens, Los Angeles; *secretary*, Olive Dietlein, Oakland; *treasurer*, Dorothy Bitner, Bakersfield. Editor of the *CBEA Bulletin* is Caroline Erbele, Dinuba.

The State Bureau of Business Education is participating through the assistance of Dr. Ira W. Kibby, Chief of the Bureau, and members of his staff.

Stop Apologizing!

A. A. PUPILLO

RECENTLY I attended a meeting of schoolmen; and, in the course of the discussions, one speaker, who felt the cause of commercial education deeply, lamented the fact that this department of schoolwork continued to be the dumping ground for secondary school schedule makers. He went on to point out that pupils with high intelligence quotients were herded into the college preparatory divisions and the remainder were given some type of vocational course, with the result that vocational studies remained the poor cousins of their collegiate kin. It was time, he said, to make a fair apportionment of talented students to the commercial department in order that it might show its true worth to the community.

I must admit that, since I am a schedule maker, his talk caused me some concern. Not that I have not heard the thought expressed before, but for the first time I was hearing it leveled at the person who sets up the program. Was it possible that my nearness to the situation had blinded me to real needs? Was my school, in which only about ten per cent of the students were preparing for college, neglecting those departments that embraced a greater number? And, if so, was the neglect meditated or accidental?

There was only one way to find out—study the situation. At least, I could study my own.

I checked over the reasons why pupils were enrolled in certain courses. The study showed that they fell into rather sharply delineated groups.

Group One. Parents with college training invariably insisted that their children be permitted to sign for the college curriculum regardless of tests or records. Public schools are under some obligation to serve the public's wishes.

Group Two. Parents of limited economic resources, who had little school training, insisted that their children be prepared for earning a livelihood at the end of their high school careers. This group went largely into commercial and industrial curricula, and, needless

to say, many of these were pupils with high-quality intelligence.

Group Three. There was a small group of parents and pupils who conferred with and were guided by the principal and teachers. Some of the parents were keenly concerned about the educational development of their children, while some were indifferent.

Group Four. The high record of our commercial department attracted great numbers into that work—by parental insistence as well as pupil choice.

You will note that the verb "insist" has been used with some frequency.

Referring to Group Four, the propaganda, emanating from the commercial department as a result of satisfied students and parents, was causing more pupils to plan on that course. Nor was it false propaganda. The department was popular, but chiefly because it was delivering the goods.

In 1941, Mrs. Marie Stewart, head of our commercial department, obtained administrative approval to approach office managers in the vicinity of the school. By dint of persuasive appeals, personal interviews, and the farsightedness of the office managers, she was able to place changing groups of pupils in local offices where they could observe the practical application of their studies, and become acquainted with such office machinery and equipment as was beyond the means of the school. The pupils remained in one office for two weeks before going on to the next. This was all done after school.

At the end of their school terms, almost without exception, these students were given employment in one of the offices in which they had trained. This was in 1941, and the rush for trained personnel was not so severe as now. It was just that the pupil had been given an opportunity to sample a real situation, and the employer had had a two-week period to observe not one prospect, but many prospects.

It did not take long for both parents and pupils to realize that the commercial course could lead directly to placement in an office.

Hence, the number choosing that course increased.

Of course that does not answer our speaker regarding the selectivity of the pupils enrolled. What of their I. Q.'s? And how did they compare with those of the college preparatory divisions?

The following is not offered as research in the real sense. The sampling is limited. However, I decided to compare the intelligence quotients of seniors only—from the college and commercial curricula. My reason was based on the fact that many underclassmen tended to change their courses. In the seniors, I would have only those who had followed through.

The intelligence quotient of the seniors in the college division was found to average 104 and ranged from 91 to 123. That of the commercial group averaged 102 and ranged from 80 to 121. There did not seem to be a great variance.

Another question remained. Were not the standards of the college group higher?

The only chance for comparison of levels of achievement lay in the mixed classes, such as freshmen English and Science, and senior Problems of Democracy, taken by both college preparatory and commercial students. The study showed that there was little to choose between the groups.

Finally, in the past three years, the valedictory honors went to members of the commercial department. Yes, and remember that in Science, English I, and Problems of Democracy, they competed with their college brethren.

It is time, therefore, that we stopped apologizing for the intelligence of the commercial student. We owe it to those who elect and follow satisfactorily the commercial studies to give them the recognition their ability and achievement deserves. The record relies the statement that they represent what is left after the best have been entered in college preparation.

In the past, the disdain—and I use the word "disdain" advisedly—with which the standards of commercial studies were viewed, tended to make employers look askance at the products of such courses. And expressions, such as those of the speaker who inspired this paper, did little to change the employers' point of view.

There were, of course, high school graduates

who obtained office positions where typing and shorthand were requisites. But—where the position might waive such requirements and offer responsibility coupled to independent action, the disciplined mind of the college preparatory graduate was preferred.

The schools must share in the responsibility for this disregard of the commercially trained job seeker. After all, if educators will sit in meetings and lament the feeble intellects of those students, then how can the employer be blamed for sharing that opinion?

It is unfair and a handicap to the many high-type students who graduate annually from the commercial schools. However, the lush opportunities of the present have forced employers to give them the chance they needed; and on their own merits, they are proving that their abilities and work are top-grade.

I have stopped apologizing for the achievement and brain power of the commercial student. How about you?

Tri-State Plans Spring Convention

THE Tri-State Commercial Education Association announces the program for its spring convention, to be held at Hotel Pick-Ohio, Boardman and Hazel Streets, Youngstown, Ohio, on April 12 and 13. Clyde E. Rowe, Schenley High School, Pittsburgh, is president of the Association.

Friday evening, April 12, at 7 o'clock will see the opening of exhibits and registration on the second floor of the hotel. At 9 there will be dancing, entertainment, cards, and refreshments in the I.O.O.F. Hall next to the hotel. This is an informal party and is free to all members and their guests.

Past officers will breakfast from 8 to 9 on Saturday morning. Dr. P. S. Spangler and Kenneth E. Goodman are co-chairmen of the affair. The Rayen High School Choir will provide music in the hotel ballroom from 9 to 9:30 and Paul C. Bunn, superintendent of the Youngstown schools, will welcome the teachers.

A business meeting is scheduled from 9:30 to 10; distributive education meeting with Alfred H. Quinette, Youngstown, chairman, from 10:10 to 10:40; private schools meeting from 10:10 to 10:40; secretarial studies forum from 10:50 to 11:20; and administration of business education meeting from 11:30 to 12, with H. M. Doult, of Akron, presiding. Speaker for the luncheon is to be Raleigh P. Swanner, of Youngstown.

Correcting Typewritten Copy

ELEANOR SKIMIN

Editor's Note: In the article that follows—the third in a series on job breakdowns—Miss Skimin has again drawn on her rich experience in training Waves at the U. S. Naval Training School, Milledgeville, Georgia.

THE improvement of work methods and habits of typists in war offices, as in other offices, called for the establishment and maintenance of higher production standards. The efficient progression and training of typists was imperative in the war-production offices, to keep the volume of war work moving. To accomplish these improvements, supervisors and special instructors worked conscientiously. Not always were supervisors aware that the solutions to the problems they faced depended largely on training. In one office, where quantities of typed material had to be produced, it was found that, when typists knew how to erase quickly and correctly and how to correct their copy after careful proofreading, many hours of labor were saved, materials conserved, and attitudes and general feelings of the typists were improved.

This condition occurred frequently: while proofreading copy (it was especially important that all copy be proofread for absolute accuracy in war offices), the typists discovered an error. A word, for example, from which a letter had to be deleted or to which a letter had to be added. In order to correct this error, it was necessary for the typist to erase the incorrect word and insert the correct word, either by crowding the longer word or by spreading the shorter word to fit the space. These are very important operations for a typist to know, for the proper correction of one word may save the typing of a whole page.

Supervisors and instructors who had been trained in the supervisory training of the job-analysis and job-breakdown techniques set up definite training so that every typist in his work area knew how to erase neatly and quickly and how to conserve typed material by crowding or spreading letters in typed words.

As was advocated in the article in the Jan-

uary issue on how to change a ribbon and how to clean and oil a typewriter, this instruction on erasing, crowding, and spreading was given by using and following exactly a job breakdown that was made after doing the job and then presented by demonstration, during which each one performed the job.

HOW TO ERASE

NEAT ERASURES ELIMINATE WASTEFUL RETYPES

Use These Tools:

1. A typewriter eraser with brush
2. A soft eraser
3. An eraser shield
4. Several 3- by 5-inch cards

Follow These Directions:

1. Use a clean eraser. An eraser can be cleaned by rubbing it on the under side of the desk, on a small piece of sandpaper, or with a nail file.
2. Draw the carriage of the machine to the extreme right or left so that the eraser dust will not fall on the type bars.
3. Roll the paper forward several lines.
4. If carbons have been used, insert a stiff piece of paper or a card between the first piece of carbon and the first carbon copy. Be sure that the card is large enough to allow your fingers to rest against it without producing fingerprint smears on the copies.
5. Place the proper slit in the eraser shield over the error.
6. Remove the blackest marks with a few light strokes of a pencil eraser.
7. Complete the job with a typewriter eraser. Use a firm stroke and erase cleanly. Do not scrub and never moisten the eraser before using it.
8. Erase carbons as carefully as originals. Place a card beneath the page to be erased and another between that page and the carbon on top, and repeat steps 5, 6, 7.
9. Reroll the paper so that the line indicator is exactly in line with the line of writing.
10. Retype the correction with the same stroke as was used in the original word.

Comments:

1. If the correction is made after the paper has been removed from the machine, replace the sheet, giving particular attention to the realignment of the material to be inserted. Test your alignment by centering on a period and striking it lightly.
2. If the error occurs on the lowest third of page, turn the cylinder forward and make corrections from the lower end of paper; this procedure prevents the paper and carbon from slipping.

An extra sheet of paper placed back of the carbon assembly and clipped to the edges will prevent the material from slipping.

3. Cleanliness of copy is most important.
4. Back feeding may be used in making corrections on top-bound manuscripts:
 - a. Feed a single sheet of paper into the machine until the front top edge appears above the paper finger.
 - b. Turn back, and hold all the manuscript except the page to be corrected.
 - c. Insert that page under the page in the machine, turn cylinder knob backward, align, and type correction.

JOB BREAKDOWN ON NEAT ERASING

Important Steps in the Operation

Key Points

1. Assemble materials.
 1. One original and one carbon-copy sheet.
 2. One sheet of carbon paper.
 3. Hard eraser for original copy.
 4. Soft eraser for carbon copy.
 5. Stiff card or blotter.
 6. Place erasers and card in convenient position.
2. Insert paper in machine.
3. Set left margin at 10.
4. Type sentence as dictated
 1. As demonstrated.
5. Move carriage to extreme left.
 1. Move right margin to extreme right of machine.
 2. Instructor will dictate following: *The ability to make a neat erasure is essential to a typist.*
 3. The "b" in "ability" will be erased.
 4. Place left thumb on left carriage-release lever; fingers fall over the knob.
 5. Place right first finger on margin release.
 6. Depress carriage release and margin release at the same time.
 7. Pull carriage to extreme left.
 8. This will prevent erasings from falling into the machine.
6. Turn platen forward approximately 3 line spaces, and lift paper bail.
7. Correct original.
 1. This enables you to erase with more ease.
 2. Pull forward original copy.
 3. Place card or blotter in front of the carbon paper, behind the original.
 4. Hold paper with thumb and first finger of the left hand. Use light touch.
 5. With a light stroke erase the letter "b."
 6. Erase in different direc-

tions—diagonally and vertically.

6. Brush erasings down several times.
7. Erase until all ink is gone.
8. Remove card or blotter.
9. Correct carbon copy.
10. Pull forward original and carbon paper.
11. Place card back of carbon paper—down far enough so that it is held slightly by the roller. The card catches erasings and keeps fingers off the carbon paper.
12. Erase the letter "b" with a soft eraser.
13. Erase lightly, but until letter is entirely erased.
14. Brush erasings out and to the left.
15. Turn cylinder back to writing line.
16. Move carriage so that the position for writing the letter "b" is in line with the typing point.
17. Strike the letter "b" lightly the first time.
18. Strike letter as many times as is necessary to make it the same shade of darkness as the other typing.

JOB BREAKDOWN ON SPREADING AND CROWDING

(Note: The following procedure cannot be followed on the Underwood or Electromatic.)

SPREADING

Important Steps in the Operation

Key Points

1. Insert paper and set machine for single spacing. Set left margin at 20.
2. Type sentence which contains an error, as dictated. (In this case the word *eight* is to be corrected to read *nine*.)
3. Type the same sentence directly under the word *eight*.
4. As demonstrated.
5. Typist will type from dictation: *There were eight men at the conference.*
6. Return carriage.
7. Type "there were," space, space for *eight*, space, then type "men at the conference."
8. We are supposing that an error was made in typing

the sentence the first time. The word *eight* should be *nine*.

3. Instead of erasing the word *eight*, as would be done in the actual copy, we shall allow the same amount of space in the next sentence, for inserting the correct word, *nine*.
4. Insert the correct word.
 1. There are 5 letters in the word *eight* and 4 letters in the word *nine*. Therefore we must *spread* the 4 letters to fit the 5-letter space.
 2. Go back in the sentence to the last letter in the word before the correction, the *e* in *were*.
 3. Space for *e*, space once, depress the space bar and hold it down, strike the first letter *n*, release the space bar.
 4. Depress the space bar and hold it down, strike *i*, release the space bar.
 5. Depress the space bar and hold it down, strike *n*, release the space bar.
 6. Depress the space bar and hold it down, strike the *e*, release the space bar.
 7. You have actually spaced a space and a half before and after the word.
5. Repeat steps 3 and 4 until the typist can do crowding with ease.

Note to instructor: At this point, each typist should understand and be able to perform this operation, *spreading*, before he proceeds to *crowding*. Another simple sentence might be tried; for example: His secretary has *always* (always) typed the report.

CROWDING

Important Steps In the Operation

1. Type sentence, which contains an error, as dictated.
2. Type the same sentence directly under the previous one, omitting the incorrect word *adjourned*.

Key Points

1. Typist will type from dictation: The meeting was *adjourned* at one o'clock.
2. Return carriage.
 1. Type "The meeting was," space, space for *ad-journed*, space, then "at one o'clock."
 2. We are supposing that an error was made in typing the word *adjourned* (the *d* was omitted) and that the

correctly spelled word is to be inserted.

3. Instead of erasing the incorrect word, as would be done on the actual copy, we shall allow the same amount of space in the next sentence, for typing the correct word.
 1. There is a letter omitted in the incorrect word; therefore we shall have to *crowd* that extra letter into the same space.
 2. Go back in the sentence to the last letter in the word before the correction, the *s* in *was*.
 3. Space for the *s*; space once; depress the space bar and hold it down; strike the first letter, *a*; release the space bar.
 4. Depress the space bar and hold it down, strike the *d*, release the space bar.
 5. Repeat the process for each letter in the correct word.
 6. We have spaced a half space on either side of the word.
3. Insert the correct word.
 4. Repeat steps 2 and 3 until the typist can do this operation with ease.

Note to instructor: At this point, each typist should be able to perform this operation or he should have additional help. When all have shown their ability to crowd letters, another exercise in crowding should be given.

Practice increases skill. Try these corrections on your typewriter now.

1. Did the son rise? (Change *son* to *sun*.)
2. Pile these books in the drawers. (Change *pile* to *file*.)
3. His employee is most pleasant. (Change *employee* to *employer*.)
4. The woman will come soon. (Change *woman* to *women*.)
5. The bay is rough today. (Change *bay* to *sea*.)
6. The masses stood in the hall. (Change *masses* to *classes*.)
7. It will not take much time to do the work. (Change *It* to *She*.)
8. Please hold the paper. (Change *hold* to *fold*.)
9. We had come early. (Change *had* to *have*.)
10. He was here yesterday. (Change *he* to *she*.)

Did You Know?

THE name, Basic English, was made from the acrostic, "British-American Scientific International Commercial English."

Why Save Motions in a Letter Shop?

SOPHIE MILLER

LETTER-SHOP offices come closer, perhaps, than other offices to saving maximum time and motion. Instead of ten or twenty original letters dictated and typed each day and some general office work, each girl does *just one job* all day long, and thousands of form letters are sent out daily. These girls are often on "piecework," which means that they are paid so much a thousand for addressing envelopes, filling in letters, inserting material, and sealing or stamping envelopes; they average 75 cents or more an hour.

An average office worker who has never been inside a letter shop would be astounded to watch some thirty or forty girls typing as fast as they can go, with multigraphing and duplicating machines hammering away in the background. Lines of girls at long tables in the assembly line system industriously fold, insert, seal, and stamp for mailing. The noise rivals that of a boiler factory. These girls do not stop to smoke, powder their noses, or daydream. They must turn out so much a minute, hour, day, and week to make their pay and quota.

A run of 50,000 pieces of mail is not unusual for a small letter shop to get out within two or three weeks when typewriters and printing machines go night and day every day including Sundays. There are factory-like shifts. Men are usually employed for night typing. Extra machines are lent by one letter shop to another for rush jobs.

Letter-shop workers, like fruit pickers,

travel from shop to shop wherever there are rush jobs, and good workers don't miss a day in months. Letter-shop owners are very considerate of good help and will hover over a new worker like a hen over a pet chick. "Are you comfortable? Is the chair high enough? Do you want a telephone book to make it higher? How is the light? What about the desk? Does the typewriter stick—want a new ribbon?" He'll watch every move—not for criticism, but to aid in speeding up and saving motion.

Most letter-shop girls know at a glance what is wrong with machines or work. The owner, although not a typist, is usually a good amateur mechanic and can adjust rollers, keys, and other parts to make them run smoothly. Experienced workers usually bring their own rubber twirlers and rubber keys to protect their hands against fatigue and callouses from the constant turning of the roller and their fingertips from the heavy, fast, accurate pounding of keys.

An average letter-shop worker can address from 250 to 300 envelopes an hour, or 1,500 to 2,000 a day, or *five a minute!* This means that, within a minute, she will snatch up five envelopes, insert them in the machine, type five different addresses correctly, pull out the envelopes, and throw them in an orderly pile. She can keep up this routine for hours and days.

Therefore: *One useless, extra, or clumsy motion may mean the loss of money and hours of work through the week.*

National Clerical Ability Tests for 1946

NATIONAL Clerical Ability Tests for 1946 are being prepared now. William Hansen, commissioner for Vocational Education for the National Office Management Association, is chairman of the joint committee on tests for that organization and the National Council for Business Education. Mr. Hansen announces that many teachers who participated in the 1945 tests, which were short forms, have requested longer forms in

1946. In accord with these requests, the tests will show a distinct increase in length and breadth this year.

If you participated in NCA Tests in 1942 or 1945, you will receive the usual publicity in January. If you are not yet a participant, you will get information if you mail a post card to National Clerical Ability Tests, Kendall Square Building, Cambridge 42, Massachusetts.

STOPPING at third base adds no more to the score than striking out.—*Bindery Talk*

Opportunities for Practical Work Experience

CARRIE HANSEN

Sales and Office Co-ordinator and Placement Director,
East High School, Waterloo, Iowa

ACTUAL work experience is offered seniors of East High School, Waterloo, Iowa, through the business office operated by the commercial department. In this office, the student has an opportunity to engage in problems similar to those he will meet in any office, and to repeat these activities until he attains efficient performance.

Prerequisites

Curriculum: A student must have completed courses in typewriting, bookkeeping, and business arithmetic; or typewriting, shorthand, and bookkeeping (one semester only), and be enrolled in the office-practice class for one period a day.

Class period: The office-practice class period is devoted to discussions of typical office procedures, a study of filing methods, writing of original letters, bills of sale, wills, contracts, pay rolls, inventories, and weekly, monthly, and yearly business reports. Some students take shorthand dictation and transcribe their notes. Others may review bookkeeping principles and work practice sets. Still others write speed and accuracy tests to improve their typing.

Students engaged in paid, part-time work in out-of-school jobs report to the class on their experiences, furnishing material for interesting, worth-while class discussion.

During the second semester, considerable time is given to the discussion of the kinds of jobs available in this community, job analyses, personal qualifications for jobs, and interviewing techniques.

Organization

Equipment:

- | | |
|--|-----------------------|
| 1 Allen Wales listing machine (electric) | 1 Four-drawer file |
| 1 Allen cash register (with tape) | 1 Mimeograph |
| 1 Burroughs posting machine | 1 Mimeoscope |
| 2 Burroughs calculators | 1 Monroe calculator |
| 1 Comptometer | 1 Safe |
| 1 Dictaphone (transcribing unit with 24 records) | 1 Standard duplicator |
| | 1 Sundstrand |
| | 1 Supply cabinet |
| | 4 Typewriters |

Schedules: The office-practice instructor assigns

a student to help arrange a four-week schedule for the business office. This schedule includes a list of office-practice students for each period of the day to act as office supervisors, typing assistants, bookkeepers, cashiers, and machine operators—one for each adding machine and calculator.

At the end of each four-week period, the students may rotate from one type of work to another.

Supervision: Two business instructors have direct charge of the work done in the business office. One instructor supervises the money activities from 8:15 a.m. to 9:45 a.m., and from 3:40 p.m. to 4:30 p.m. daily. Money collections for school-activity tickets are made in the various homerooms during the first fifteen minutes of the day, and later deposited in the business office by the various room representatives. These collections are made each Friday; but the treasurers of approximately seventy-five activity accounts may, during any school day, deposit money, withdraw cash, or obtain a check drawn on a local bank for the payment of their club bills, during the homeroom period, or periods 1, 4, 6, or after school.

The office-practice instructor supervises whenever she has time free from classroom duties and during two class periods.

Listed below are typical situations students may experience:

In school: Seniors classified as general clerical workers and bookkeepers are required to participate in the following activities:

Be responsible for the duties of the office, such as assigning work to be done by office workers; checking to see that each job is done correctly; teaching his office helpers to operate the duplicators and other office machines; answering the telephone; handling customers; recording supplies received and supplies used; figuring costs on each completed job; filling out the daily work report for his hour in the office; keeping the office in order; having assistants go to the storeroom for office supplies when needed; outlining jobs for next supervisor.

These seniors must learn to operate listing ma-

chines and calculators, count money brought to the business office by the homeroom representatives from 8:45 to 9 a.m. each Friday, and post the total costs once a month from the individual cost sheets to the ledger account of the department requisitioning the work.

They must operate a cash register for the sale of candy and supplies in the school store, post checks and deposits to about seventy-five accounts—a separate account devoted to each type of merchandise and to each activity. They must prepare a daily proof of cash, a separate accounting being made for each type of merchandise and activity. At the end of the month, the candy sales profits are allocated to student organizations on a percentage basis; a candy sales distribution sheet is prepared; and a copy sent to each homeroom. Homeroom representatives notify the student treasurers who then bring their bankbooks to the business office where a student worker makes the appropriate entry.

General-clerical-work seniors cash checks, receive deposits, and look up account balances for treasurers of school organizations. They audit books of organization treasurers—at the end of each month, student treasurers must have balanced and checked with the records of the business office. This is necessary before they can receive their share of the candy sales profits.

Seniors handle candy sales and refill sales cases. (Each organization receiving a share of the profits takes its turn at selling.) The business-practice seniors check the proceeds from the candy sales daily and keep a perpetual inventory of the candy, order new stocks, examine and check the merchandise as it arrives, and issue a check on a downtown bank in payment of the invoice—obtaining the signature of the instructor supervising the money activities.

These workers also reconcile the bank statement with the checkbook; prepare the daily bank deposits; see that the machines are covered at the end of the day, and all incomplete work put away; that finished jobs are sent to the owners; and that the office is neat and orderly. Finally, these seniors use the telephone in a follow-up of graduates to determine present employment status.

Seniors classified as stenographic majors receive the following experience: They are responsible for the duties in the office. (See duties of general office worker, Paragraph 1.)

They take dictation from instructors in the building. Similar to the general office workers, these stenographic majors learn to perform general office duties.

Out of school, paid, part-time work:

1. Business offices—permission is given to work one-half day during school hours; the class schedule is arranged to fit the job.

2. Offices of grade and high school principals—here students compile daily attendance reports, answer the telephone, type and duplicate instructional material, and handle daily office routine.

3. Retail stores—students may work during rush periods and help take inventory.

In the past, businessmen have been interviewed and asked to call if they need applicants for work full-time, half days, after school, and Saturdays.

Placement: Every type of experience is recorded on the student's "Practical Worksheet" each day, and a report is handed the instructor every four weeks. At the end of the year, this practical experience is recorded with the student's business grades on a permanent record, which is filed for placement purposes.

A placement director interviews any student wanting work. As businessmen ask for applicants, each student or prospective graduate is interviewed again and, if necessary, instructed regarding general appearance, type of work expected, and interviewing techniques.

Seniors are asked to check their permanent business record card before leaving school for accuracy of address, telephone number, practical experience, and also the kind of position desired. After school reopens in September, the Placement Office gets in touch with these students. If they are looking for work, assistance is given in obtaining positions.

A record is kept of all employed graduates, filed according to employer.

Follow-up: Both employees and employers are checked periodically. Findings of the follow-up study guide curriculum adaptations.

Our setup provides practical work experiences within the school under faculty supervision, and develops a school-community contact through the placement program. These actual work experiences help the better students to become more efficient and the average students to develop their ability to the point where they can handle a small position after completing the high school course.

Atomic Energy In Human Equations

FLORENCE ELAINE ULRICH

THE existence of uranium has been known for a long time; but its potential destructive—and, eventually constructive—qualities were unknown until study and research ushered in the Atomic Age.

Likewise, curiously enough, the potential power of the individual has not yet really been tapped, and therefore mankind has an even greater thrill in store.

Take instruction, for example. Finding "atomic energy" in teaching may be nothing more or less than breaking old habits and utilizing the power of interest and enthusiasm released thereby.

There is a tendency to put instruction into a strait jacket and call it "methods." We label a procedure by this method or that method and make claims for this one over that, when the fact of the matter is that teaching "strait jackets" are no more conducive to building knowledge and skill than the real restraining devices are to developing muscles and brawn. There are certain basic principles of teaching that must be applied. But the application of the principles depends on the individual teacher, the students, and the circumstances. No one method can or does the complete job of teaching satisfactorily.

This statement is not a criticism of methods; it is the reason why teachers should become acquainted with all methods if that knowledge serves to stimulate individual thinking and initiative in handling students. That is why subscribers to the BUSINESS EDUCATION WORLD are given the opportunity of studying and appraising the various methods by which other educators obtain results. This give and take of ideas is not only useful, it is a basic part of the teacher's training and experience.

Stenographers and typists require dynamic teaching for best results. The instructor may never have heard of a teaching method, and yet through sheer force of personality and enthusiasm he may turn out some of the finest of stenographers. He exercises his intelligence, provides sufficient supplemental material, stim-

ulates interest and enthusiasm in the students, and through persistent driving power gets the necessary work done. That is good teaching.

In no other subject do results count so heavily for or against the teacher as in shorthand. The product of the school can or cannot be used in the business office, depending on the efficiency of the training.

The *personality* of the teacher plays a vital part in educating young people. The teacher should at all times be vitally interested in his task and in the students. He should never look upon his work as drudgery—so many hours each week that must be given in order to earn the subsistence check. The hours that a teacher spends on his work are not nearly so important as the zest and the purpose with which the work is done.

Some years ago, in an address to a group of businessmen, Dr. Gregg gave a formula for success, which was widely quoted by newspapers and magazines. The formula consisted of these five words: Analyze, Organize, Deputize, Supervise, Energize.

Later, at a meeting of shorthand teachers, he said this formula, in the main, could be adopted and applied with excellent results by any teacher. As I remember it, his suggestions were:

Analyze: First, as to the needs and abilities of the students in the class, the time at the disposal of the teacher, the relative importance of the subject matter in the lesson, and therefore the amount of attention that should be given to each part of it. In the early lessons more explanation and attention might be required than in the later stages. The main things in the first lessons were to secure the attention of the students and develop enthusiasm for the subject. Above all, the teacher should develop the right habits in the early stages through drills in shorthand penmanship, with particular emphasis on proportion and fluency.

As the students advance, there will be less need of penmanship work if the right habits have been established at the beginning. As shorthand is a skill subject, the axiom, "Learn to do by doing," applied with particular force

to the teaching of it. Therefore, the students should be kept busy reading and writing shorthand throughout the course.

In connection with this phase of the work, he told a story of the famous English teacher, Arnold of Rugby, which emphasized the importance of preparation for each lesson. When a friend called on Dr. Arnold, the great teacher excused himself for a few minutes as he was just finishing his notes for a lesson he was to give the following morning. "Why you don't mean, Doctor," exclaimed his friend, "that you have to prepare for a lesson on a subject you have been teaching for many years." Said Arnold: "Certainly. I want my pupils to drink from a flowing stream, and not from a stagnant pool."

Organize: Map out the work to be done by the day, week, or year, always trying to improve on the previous schedule of progress.

Deputize: By delegating to students or assistants routine work that can just as well be done by them, a teacher's mind and time are free to prepare plans and materials for handling the advancement of his pupils. Then the teacher will have time for the good student who might be trained for reporting if provided with a stiffer practice program; for a slow student who needs extra attention if he is to keep up with the class; for overcoming a dull note in the recitation, by introducing new and more interesting material; and so on. These are the things to which shorthand and typewriting teachers must give attention. The method the teacher employs in handling each case will be different. Many of the ideas he uses will be born of the hours spent in earnest study of his program.

Supervise: The shorthand and typewriting teacher must not let any phase of the stenographic training go unsupervised. Shorthand writing, transcription, speed dictation—all these must be watched to see that the maximum is accomplished and that good habits are established. Encourage much homework practice as soon as the students can benefit from such work, which should be very soon after they begin the course and as soon as they have mastered the technique of writing.

Energize: Last, but not least, the teacher should *energize* his students. Zest, enthusiasm, interest must be injected into any program to make it fully operative and effective. There must be no "knitting" or working of crossword puzzles

in the classroom. There must be no lull during which students are permitted to stare gloomily into space. Effective teaching calls for alert foremanship, and the foreman's job is to see that everyone is working.

The teacher is, or should be, the supervisor in the classroom. His work should parallel closely the transcription supervisor's job in the office. Students should be so thoroughly trained in the basic skills of taking dictation, transcribing it, typing manuscripts, or editing the dictation they have taken that, when they apply for their first positions, they will have only to transfer their skill to the new assignments. Stenographers must be taught spelling, punctuation, and basic grammar, and be able to apply that knowledge instantly. Students who are given sound basic training of this nature will be at ease when taking dictation and transcribing in the business office.

Yes, there is a tremendous, unused, unfathomed dynamic power in human behavior that could put a terrific "punch" in one's effort if it were unleashed.

The job of the GREGG WRITER, the magazine published for stenographers, secretaries, and typists, is to focus the early attention of teacher and students on the kind of effort and practice that will build maximum skill during the stenographic course. The effort of the magazine, as the editors see it, must be directed toward inspiring and motivating students to better performance each day, each week, each month by providing vital new material that is timely, interesting, informative, thereby releasing the energy of students and enlisting their co-operation in a more effective training program.

The very fact that the GREGG WRITER is a magazine affects the attitude with which students approach their study and practice from it. They will read more than 200 pages of shorthand each year voluntarily, not because it was assigned by the teacher, but because there is fun in reading stories in shorthand. Not everyone can read a story written in shorthand. Students will be proud of this accomplishment, and they will strive harder to improve reading skill. The magazine, therefore, is an excellent device for building a larger shorthand vocabulary painlessly. Many of the stories, too, are highly inspirational.

Another feature that is of special importance and value to teachers is the Tests and Awards

Department. This feature of the magazine service has grown enormously during the last few years. No teacher that has put the Tests and Awards Program into full use in the classroom has anything but the highest praise for it. Thousands of letters in our files voice the enthusiasm of teachers who have attained remarkably fine results from their teaching through the use of this Awards Program.

But the magazine itself gives students the strongest incentive of all for earnest study and application. The Awards Department provides an "avenue" of "blue-ribbon banners" through which students may pass toward the goal of their training—expert secretarial or reporting skill.

It may well be that many other shorthand teachers will find that the "atomic energy" within themselves can be released more quickly and effectively through the use of the magazine in their own shorthand and typewriting classes.

An Accuracy-Getter in Typewriting

HAVE you ever gotten to the point at which you felt like giving up? Your class was in a slump in spite of all the coaxing, pleading, pep talks, drilling, and threats that you had made. And still the students' speed tests and letters would be sprinkled with the many checks indicating errors.

Take hope—try this for several days. Choose a small paragraph of four or five lines. Give the go signal. The copy must be typed without error. When a student accomplishes this he will pass to the blackboard and write his name. The first name written will be at the top; all others will fall below in the order that they finish. The idea is most competitive and you will find even your languid students typing both as fast and as accurately as they possibly can in order to finish ahead of the others.

After doing this for several consecutive class periods, you will note a marked decrease in time necessary to obtain the correct copy.

In order to avoid having your best students inactive after completing the paragraph, you may choose three paragraphs instead of just one—then after typing the first and signing their name, they may go on with the second, and so on. The best students will type the three paragraphs perfectly, while the slower group will be battling it out against cellar position on the first paragraph.—*D. L. Heinemeyer, School of Business Administration, Miami University, Oxford, Ohio.*



Major Rosenberg Decorated

MAJOR BEE G. ROSENBERG, of Hibbing, Minnesota, former teacher of shorthand in the Moser School, Chicago, has been awarded the Bronze Star Medal for outstanding services rendered while serving in Headquarters Twentieth Air Force, Office of the Deputy Chief of Staff, Combat Operations, and also for her work as Administrative Assistant Chief of Staff, A-5, Plans, U. S. Army Strategic Air Forces.

The medal was presented to Major Rosenberg by Brigadier General Walter Agee, Deputy Chief of Staff at the Guam headquarters of the U. S. Army Strategic Air Forces.

The citation read in part: "She was responsible for preparation of mission summaries and for the distribution of these summaries to the higher staff agencies in Washington. Major Rosenberg compiled, tabulated, and supervised all files pertaining to combat missions which were used by the Commanding General, Twentieth Air Force.

"An administrative assistant to the Assistant Chief of Staff, A-5, Plans, U. S. Army Strategic Air Forces, she accomplished her work in an exemplary manner throughout her entire assignment."

Major Rosenberg entered the service in July, 1942. She arrived overseas in July, 1945, at which time she assumed her present duties.

THE teacher is one who makes two ideas grow where only one grew before.—*Elbert Hubbard*

Business Education

At the G. I. University in England

As reported by the business education faculty of the University

THE shortest-lived university in the history of American education closed its doors on December 5, 1945. The Shrivenham American University opened on August 1, 1945, and offered work in the areas of agriculture, commerce, education, engineering, fine arts, journalism, liberal arts, and science. Registration for Term I for these seven major divisions of the University is given below:

SECTION	Total Class Reg.	Per Cent of Total	Total No. of Courses	Total No. of Sections	No. of Inst.
Agriculture	793	8	23	31	16
Commerce	2622	27	44	107	45
Education	340	3	14	25	14
Engineering	399	4	19	27	17
Fine Arts	835	9	32	46	19
Journalism	366	4	11	23	10
Lib. Arts	2889	30	90	166	65
Science	1407	15	29	78	51
TOTALS	9651	100	262	553	237

For administrative purposes, commerce was divided into six branches—accounting, business administration, economics, finance and insurance, marketing, and secretarial studies. In the first term, secretarial studies had a total of 437 students enrolled in the following courses:

Beginning Typewriting	8 Sections
Beginning Shorthand	2 Sections
English for Business	4 Sections
Intermediate Typewriting	3 Sections
Advanced Typewriting	1 Section
Intermediate Shorthand	1 Section
Advanced Shorthand	1 Section
Secretarial Practice	1 Section

Typewriting classes were offered on the laboratory basis—two hours a day, five days a week. All other classes were offered for one hour a day. This report is concerned with the work of the Secretarial Studies Branch, but the figures on the total enrollment and the

list of sections offered at the University have been included to give an over-all picture of the first university established for G. I.'s in Europe.

Located at Shrivenham, England, twenty-four miles south of Oxford and seventy miles west of London, the University was housed in a modern plant completed by the British in 1939. It would be trite to say that buildings make a university—but they certainly helped! From the arrival of the first group of civilian professors on July 10, until the formal opening of the school on August 1, work at top speed was the order of the day in building courses of study, procuring needed classroom supplies and equipment, and completing the organization for registering the expected 4,000 students. Chaos did not reign—it merely threatened. Who but Americans would undertake to give birth to a full-fledged university in so short a time!

Typewriting

As was expected, typewriting proved to be one of the most popular courses in the university curriculum. Each teacher had complete freedom to use any methods he found effective, but an expected rate of progress was set for all classes. Some experimental work was done. For example, two classes covered the keyboard in four instructional periods. Incidentally, the end results in these classes showed very little difference as compared with the results of those who were taught by a different method.

The range of skill for beginning students was from 20 to 67 correct words a minute, with a median of 36 correct words a minute. Within the period of instruction, considerable emphasis was given to form work. Beginning students typed letters, tabulated reports, used carbon paper, learned to correct their errors, and, in general, typed more forms than are usually included in the first term of work.

The work in the intermediate and advanced classes in typewriting followed the usual pro-

cedure of speed development on straight copy work and on selected business forms. Opportunity was given students on all levels of skills to type their personal letters.

Shorthand

Students in beginning shorthand were held responsible for knowing the first six chapters of the Manual. In addition, chapters 7 to 9 were taught by emphasizing the basic principles through writing a few illustrative words. In all this work, plate material was read and written many times, but simple new-matter dictation was also used.

The intermediate class went through a rapid review of the Manual, interspersed with practice dictation and new-matter dictation. The Manual was abandoned at the end of the fifth week and dictation on prepared work and new-matter dictation were used emphasizing a basic business vocabulary.

The range of skill in the advanced shorthand class was from 60 to 120 words a minute. Three students had studied court reporting. Only one student was not a writer of Gregg.

English for Business

One of the most popular "academic" subjects in the secretarial studies field was the course—planned and taught especially for the American G.I. and officer—"English for Business." It was evident from the first hour of registration that most Army men felt their everyday use of English had suffered considerably during their Army careers. The G. I.'s, as well as the officers, told us they were fully aware of the "colorful" vocabularies, and the coined expressions and phrases from which they would have to divorce themselves before returning home.

We felt our way through the first term, as the range of actual ability and intelligence in English ranged from that of the high school sophomore to the college graduate. It took us only a few days to determine our course—the G. I.'s and officers wanted a reviewing of fundamental grammar, parts and figures of speech, exercises in correct oral English as well as written, and actual practice in the composition and writing of business letters.

Progress was amazing. Workbook assignments were given heavily during the week, spelling and vocabulary assignments were reg-

Editor's Note—The faculty included the following members:

D. D. Lessenberry, University of Pittsburgh; James G. Andrews, Bloom Junior High School, Cincinnati; Lee Roy Beaumont, First Lieutenant, Q.M.C., U. S. Army; A. L. Cosgrove, University of Oklahoma; Wiley D. Garner, Central Junior College, El Centro, California; William E. Landis, Hershey (Pennsylvania) Industrial School; Joseph F. Link, Jr., University of Cincinnati; William E. Morris, Private, first class, U. S. Army; Howard M. Norton, Louisiana State University, Baton Rouge; Edward Vietti, Oregon State College, Corvallis; Leslie J. Whale, Wayne University, Detroit.

ular with the dictionaries in the library as the "target for tonight." After three weeks of sound drilling and review of the fundamentals of English as spoken by most respectable people at home, the students began their actual projects in the writing of sales letters and letters of application, recommendation, introduction, adjustment, and complaint.

The hour given to the writing of minutes and composition of business reports proved to be one of the most interesting of the course, and finally the dictaphone and recorder were used to an excellent advantage in recording each student's voice.

As an exercise in spelling, punctuation, sentence structure, choice of words and sales writing, each student composed a sales talk. Some sold new cars with all kinds of new gadgets which they envisioned for the post-war car, such as portable bars and back-seat radio controls; others sold a real G. I. vacation in their part of the country—Florida, California, Michigan, and even Texas or Brooklyn; while some even sold the boys on re-enlisting in the regular Army! These papers, after being read, discussed, and corrected, were used for transcribing the soldier's voice. He listened to his voice on record over and over. Then he was interviewed for a job back home; he listened to his enunciation and pronunciation of various words and terms, and finally he was ready to give his sales talk before the class.

We have learned a great many things through the experience of teaching G. I.'s in England. We have learned that G. I.'s are excellent students. In the beginning they seemed distrustful of their own study habits, but their tenacity and real ability more than compensated for any loss of study procedures.

An Evaluation of Attitudes

THELMA M. POTTER

THE thousands of business teachers who stand in front of classrooms all over the country wield a strong influence on the attitudes and decisions of the future business workers and leaders of America. The collective influence is good, and many finely trained young people are serving the nation by their skillful and ethical performance in the work of business enterprise.

Now, however, is not a time to be self-satisfied. We are entering a new age—an age of new kinds of business, an age of new kinds of jobs and of untrammelled imaginations. We are the same teachers, with the same responsibilities; but businesses are changing, our students are changing, and the world is changing. We cannot serve the nation's youth and the nation's business by teaching and guiding from the same set of facts and attitudes that governed those who taught us and with which we began our teaching. We need to re-examine our personal attitudes toward education for business and bring the facts up to date. Unless we do this, our collective influence may be a hindrance to progress in both education and business.

The collective influence that we exert upon the thousands of young people under our guidance is only as good as the influence of the individual teacher on the individual student. The individual teacher, in his instruction, guides the student both subtly and directly in making decisions and in creating attitudes. The guidance done unconsciously and subtly without being labeled as guidance is frequently the most far-reaching and enduring.

There is a teacher, for example, who teaches that there are many types of jobs in filing work in offices, requiring different kinds of ability, but that all those who work with files have the key to the very heart of business activity. Her tone of voice is enthusiastic, her facial expression interested, and she is well-informed. Her students are eager to be good workers, feeling that they would be contributing a great

deal to the successful operation of the business.

Then there is a teacher who comments so that all can hear, "This is a low-ability group, and we just give them filing and other routine work." Her voice is disparaging, her facial expression bored, and she is misinformed. Her students are on the defensive and dislike the work they do because of the false stigma attached through that comment and the attitude it implies. (And, by the way, this is an altogether too common occurrence.) They can see no value in doing good work, because it isn't going to lead them anywhere.

Without the label, occupational guidance has been given in both these classes through the tones of voice and the attitudes evidenced by the things said—healthy guidance in the first instance and demoralizing guidance in the latter case.

Such unconscious guidance has its roots in the personal knowledge, experience, and attitudes of the teacher. Probably the first step in the rejuvenation of the guidance being done by us as business teachers is a self-examination of our inner thoughts, to determine what we really believe about educating young people for business. It may be that we are unconsciously expressing a number of unjustified personal prejudices in our teaching and thereby influencing students wrongly.

This self-examination may be facilitated by reading and thinking and then answering the following questions with an unconditional "Yes" or "No."

1. Do you believe that you exert any influence over the vocational likes and dislikes of your students?
2. Do you really like business subjects?
3. Do you wish sometimes that you were teaching an academic subject?
4. Do you look down on people who work in offices?
5. Do you believe that business enterprise contributes to the achievement of democratic ideals?
6. Do you believe that all businessmen live for nothing but the profit motive?

7. Do you believe there are jobs in offices for people of all levels of ability?
8. Are you selective in your teaching, catering to the prestige of the secretarial position and contemptuous of the needs of the messenger boy?
9. Do you believe business education has a responsibility to train for low-level jobs just as efficiently and enthusiastically as for high-level jobs?
10. Are the facts that you know about business those that have been accumulated within the last five years?
11. Have you yourself been inside a business office within the last five years in order to find out, for educational purposes, what's going on?
12. Are you willing to accept the fact that there are some new things to be learned and that, in order to be an effective business teacher, you should learn them?
13. Are you sure that you answer questions about occupations objectively, without putting your own personal feelings into the answer?
14. Are students in your classes enthusiastic about business subjects?
15. Do students, other teachers, and businessmen come to you for advice and help?

The desirable answers to these questions are listed at the end of this article. With ten points for each question, a score of 150 would indicate that you are eminently capable of giving effective occupational guidance to your students. If your score falls below 100, it would be wise to do a bit of reading and thinking about the responsibility you have assumed in becoming a business teacher, and to re-evaluate the objectives of your teaching.

A prerequisite, then, to the successful guidance of prospective business employees is the possession by each individual teacher of a basically sound and fairly objective attitude toward the work of business and its contribution to all of us. Another prerequisite, as suggested earlier, is accurate, up-to-date occupational information.

In the previous article in this series on guidance, page 291, February, information was given concerning national trends in business occupations. The individual teacher should use this information as a background; but he cannot be fully effective until the community that the particular school serves is the subject of investigation, too.

In obtaining information, one should be thorough in getting the total picture. That is important. Misinformation can result by not getting all the pertinent facts. A recent survey, for example, tabulated the kinds of machines being used in offices throughout a cer-

tain town. On the basis of this single fact, office machines for the high school were purchased. It was not a wise purchase because vital information had been omitted from the study; namely, whether or not young people just out of high school were mature enough to do the work on the machines indicated, what degrees of skill were required on the various machines, and how many students could be placed each year in jobs requiring the machine skills.

It must be recognized, of course, that gathering occupational information is no easy task when it is imposed on the normal teaching load of the business teacher. Listed here is an absolute minimum of information a teacher should have for purposes of occupational guidance. Following it are suggestions for the ways and means of acquiring such information with a minimum expenditure of time and cost.

1. The name and address of the places where your previous students are working.
2. How they obtained their jobs.
3. What kinds of work each student is doing.
 - a. Degrees of skill required.
4. What kinds of machines they use.
 - a. Type of work done on the machine.
 - b. Degree of skill required.
 - c. Maturity of the worker required.
5. Suggestions to the school for improving training.

Some or all of this information and other information in which you might be interested can be obtained in a variety of ways. Here are a few suggestions:

1. When you meet a former student on the street or when he visits the school, ask him the questions listed previously. As soon as you can, jot his answers on a card; file it by the name of the business; and accumulate the cards in the top drawer of your desk. Within a short time, this will become a valuable occupational file from which you can give information and guidance to students.
2. If the school has a commercial club, have the members formulate questions in order to get the information desired. Plan a schedule of office visits and have the members get the information personally, using the questions as a guide. Have the group tabulate the material; duplicate it; and present it, as a project, to the guidance program of the school. The same thing may be done in connection with a class in virtually any subject in the high school. Such a project carries many concomitant learnings—such as planning the details of such a project, making appointments, visiting offices, having interviews, preparing the reports, and having a real part in the development of the school program.
3. Prepare an outline of the information you desire.

and invite the co-operation of the educational department of the various service clubs in your town—Kiwanis, Rotary, and similar associations—in getting the information.

4. One school has a committee of teachers plan questions for an interview, then gives the business teachers one day off every year or so to visit businesses and gather the information.
5. Another school each October sends postal cards to the previous June graduates asking them for the kind of information just indicated. Once every three or four years the school sends cards to the graduates of five years ago, and thus learns what the original jobs were and how students advanced to other types of jobs.
6. Machine companies can tell you what kinds of work are done in business offices on their machines, and they can indicate the degrees of skill required.
7. A questionnaire to businessmen is the least desirable procedure through which to obtain occupational information; but, nevertheless, it is a possibility if there is absolutely no other way to obtain direct contact. It is undesirable because so many questionnaires are poorly expressed and because businessmen have been surfeited with them in the several years past.

After we have clarified our attitudes and have made ourselves more competent to give effective guidance by obtaining up-to-date occupational information, then the problem is how to make our improved service available to the students. This will be the theme of the last article in this series.

KEY TO SELF-EVALUATION QUESTIONS:

- | | | |
|--------|---------|---------|
| 1. Yes | 6. No | 11. Yes |
| 2. Yes | 7. Yes | 12. Yes |
| 3. No | 8. No | 13. Yes |
| 4. No | 9. Yes | 14. Yes |
| 5. Yes | 10. Yes | 15. Yes |



"I hear you need a man to sort of putter around!"

The Quick Retort

THE doorbell pealed. Peering from an upstairs window, the lady of the house saw that the man at the door was carrying a salesman's grip.

"I don't want none," she shouted.

"Lady," returned the salesman sharply, "how do you know I'm not selling grammars?"—C. B. Kenamore, *Coronet*

Virginia Association Re-elects Edwards

W. L. EDWARDS, director of business education, Portsmouth, was re-elected president of the Virginia Business Education Association for the next two years at a luncheon meeting at Richmond on November 23. Other officers elected were: *Vice-president*, Mrs. E. F. Burmahln, E. C. Glass High School, Lynchburg; *secretary-treasurer*, Helen Botto, Thomas Jefferson High School, Richmond.

The speaker for the occasion was A. L. Walker, the new State Supervisor of Office Education for the State of Virginia, who recommended a fifteen-point plan for the furtherance of business education throughout the state.

Robert Young, Radford College, and M. L. Landrum, Farmville Teachers College, were welcomed back from military service.

National Research Bureau Encyclopedia

THE National Research Bureau, Inc., 415 North Dearborn Street, Chicago 10, is making available to business executives a new type of encyclopedia.

Prepared specifically as an aid to executives in locating business information sources quickly, the *Encyclopedia of Business Information Sources* contains over 7,000 listings of basic information sources, organized under 222 classifications. The research project covers every important phase of industry, government, agriculture, and commerce.

The *Encyclopedia* contains over one hundred pages of government information. All leading trade associations, trade publications, business directories, and handbooks, are listed under their proper business classifications.

The *Encyclopedia* comes in two volumes, loose-leaf. It is master-indexed and is arranged under twenty-four major classifications.

What Shall We Teach In Business Arithmetic?

R. ROBERT ROSENBERG

BUSINESS arithmetic is a skill subject. The efficacy of its instruction is determined by the ability of the student to apply the basic skills learned to business situations.

With the advent of Social Security, the complexities of the income tax law, O.P.A. regulations, Government controls of installment buying, and similar agencies and laws whose administration is dependent on efficient application of arithmetical skills, business arithmetic has been broadened to a point where the teacher is confused and alarmed at the number of subjects to be covered in the time allowed for the course.

To assist the teacher in adjusting his subject matter to the demands of the time schedule, these basic fundamental skills in business arithmetic are presented. This article is the first in a series to appear in the BUSINESS EDUCATION WORLD.

Oral Drill on the 45 Two-Figure Combinations. The 45 combinations of two figures that may be made with the nine figures, or digits—1, 2, 3, 4, 5, 6, 7, 8, and 9—should be copied on the board; and the students should be asked to add these orally by *reading* the results. To add interest to this procedure, a stop watch may be used in timing the students; and a competitive spirit may be aroused by calling upon others to try to beat the record. Speed and accuracy in addition are possible only when the student has acquired the ability to add these 45 combinations at sight as readily as he would read any two-letter word.

Acquiring Speed in Addition by Grouping. Only by constant practice and drill can satisfactory progress in accuracy and speed in addition be made.

In making additions, the student should seek groups of two or more numbers in each column that total to 10. By recognizing these quickly as totaling 10, and adding them in one operation, speed in addition will be developed.

Proving Addition by the Reverse-Order Check. No finer habit can be developed in

arithmetic and in business than that of verifying all results. Accuracy is by far the most important aim in commercial arithmetic. Speed derives its value from accuracy. Without accuracy, speed is worthless.

The simplest and most valuable check in addition is the reverse-order check. By this method, each column is added upward, and the sum written to the right of the problem. The column is then added downward, and the answer of each column checked off if the results obtained by both processes agree.

Horizontal and Vertical Addition. Adding both vertically and horizontally provides an excellent and absolute check of the accuracy of the additions. The grand total of the results from the horizontal addition must be the same as the grand total of the results from the vertical addition. This method of checking is important in billing work and in the preparation of time sheets and pay rolls, recapitulation statements, summaries of sales and purchases, and other statistical reports.

Sufficient practice in horizontal addition will result in a proficiency in speed and accuracy comparable to that obtained in vertical addition.

Only units of the same order should be added. Horizontal addition may be checked by adding in reverse order, as was done in vertical addition.

Subtraction by Addition. Subtraction is really another form of addition. It is the arithmetical process of finding a number that, added to the smaller of any two numbers, will produce the larger.

The Additive Method of Subtraction in Making Change. The additive method of subtraction has in its favor the fact that it does not break down the skill already acquired in addition. In making change by this method, add to the cost of merchandise sold a sum that will equal the amount offered in payment.

"Subtrahend Plus Difference Equals Minuend" Check in Subtraction. Every computation in arithmetic should be checked. A result

is either all right or all wrong in business. An answer is worthless unless it is correct.

In checking subtraction, the sum of the subtrahend and the difference must equal the minuend. This is the best check in subtraction.

The Checkbook Stub. One of the most important of all personal and business records is the checkbook. This book, if carefully kept, is a perpetual record of the balance of funds on deposit in the bank. On the stub of each check is recorded the balance brought forward after the preceding check was issued, the amount deposited, the amount of the check being issued, and the balance of cash in the bank, which is also carried forward to the next check stub.

The Preparation of a Bank Reconciliation Statement. Although banks rarely make mistakes in their records because of an excellent system of internal check, there are often discrepancies between the balance as reported on the bank statement and the balance as shown by the checkbook, due to protest fees charged on dishonored notes or checks, checks issued but

not deposited, and other similar reasons.

The balance on deposit as reported by the bank on the monthly statement should always be checked and reconciled with the balance as shown by the checkbook stubs. The arithmetic required in preparing a bank reconciliation statement is very elementary and the statement is easy to prepare, although the report is of vital importance to the person and to the business organization.

Either of the following two forms of bank reconciliation may be used.

Problem. On October 31, a depositor's bank statement showed a balance of \$2,065.06. His checkbook balance was \$1,488.36. Checks for \$206.50 and \$290.70 have been issued by the depositor but have not reached the bank. Comparing the bank statement with the checkbook, the depositor discovered that a canceled check for \$71.70 had not been recorded in the checkbook and that he had also failed to enter in his checkbook a deposit of \$151.20. Reconcile the balances, indicating the correct checkbook balance.

Solution.

FORM I			
Checkbook balance	\$1,488.36	Bank balance	\$2,065.06
Add: Deposit not recorded	151.20		
	\$1,639.56		
Deduct: Check omitted	71.70		
Correct checkbook balance	\$1,567.86		
Add: Outstanding checks	\$206.50		
	290.70		
	497.20		
Bank balance	\$2,065.06	Bank balance	\$2,065.06

FORM II			
Checkbook balance	\$1,488.36	Bank balance	\$2,065.06
Add: Deposit not recorded	151.20	Deduct: Outstanding checks	\$206.50
	\$1,639.56		290.70
Deduct: Check omitted	71.70		497.20
Correct, or adjusted, checkbook balance	\$1,567.86	True, or adjusted, bank balance	\$1,567.86



NCBS Announces Handbook

THE National Council of Business Schools announces the publication of its third vocational handbook, "Professional Opportunities in the General Sales Promotion Field (Advertising, Selling, and Business Correspondence)." This handbook was prepared by the Council's president, Ben H. Henthorn, of Kansas City.

Alpha Iota Activities . . .

THE 1946 convention of Alpha Iota is to be held at the Hotel Leland, Springfield, Illinois, from Friday, May 31, to Sunday, June 2.

All chapters are being urged to send delegates to this convention, the first in three years. Reservations may be sent to Mrs. Claribel Dery, 2060 North Seventh Street, Springfield.

Revising the One-Year Typing Course

ETHEL JANE BANDLE

STUDENTS in small schools who are taught typewriting for only one year are not given full advantage of the typing facilities and of the time available. Too frequently, the teacher in a small school thinks that, when the keyboard has been presented, all she need do is allow time for practice in order to develop skilled typists. At various intervals, she might find it within her duties to direct the study of correct placement of the letter on the paper, or she might go so far as to offer a criticism of errors on timed writings.

Most attempts, however, confine themselves essentially to the "standard" first-year offering of a larger two- or three-year course with an occasional addition of knowledges and skills.

The following are some of my conclusions based on personal observation and experimentation with an enriched course for students who cannot devote more than one year to the study of typewriting.

Progress in typing is too slow and the best learning time is wasted—that time when interest is at its peak. When the first six or eight weeks of the typing class are spent entirely in learning the keyboard, two- and three-letter drills comprise the greater part of the work. As a result, the work becomes monotonous and interest wanes. In order to retain enthusiasm, the entire keyboard should be presented during the first four or five class periods. There will not be any opportunity for interest to lag because a variety of new things will be presented each period.

We not only avoid the interest-lag by presenting all of the keys within this comparatively short period of time, but we also find that all keys are given the same amount of drill; therefore, the operation of no key or combination of keys will be thoroughly mastered before progressing to a new combination and the result will be a more even rhythm.

All of us recognize the importance of an even rhythm in effective typing, and this brings up another point. The usually rhythmic typist sometimes breaks the rhythm to type capital letters, due to unfamiliarity with upper-case letters and symbols. This fault can be traced

to the fact that their use and the drill on them did not begin until a very late period. How then could we avoid this break?

The correct procedure for typing capital letters should be given immediately after instruction in the correct fingering of all keys. To avoid confusion or tension at this time, we give this instruction in three definite steps as follows: depress the shift key, strike the letter key, release the shift key. After a relatively short period of practice, the student will be able to perform the three-step operation in the same length of time it would take him to type any lower-case letter slowly.

In small schools, there will be many degrees of ability in one section; as it is more than likely that only one class in typing will be offered during the day. Therefore, special attention must be directed to individual problems. After presenting the entire keyboard, including the use of the shift key, the teacher can discover the difficulties of each student by using the alphabet sentence drills and observing closely the technique at the time the writing is done. The student himself may be taught to analyze his own errors, and then individual assignments can be made concentrating on the elimination of those errors. Such individual work, if checked daily, is of much more value than a budget judged on a weekly or biweekly basis. By checking and analyzing the errors daily, wrong techniques and faults can be prevented—easily saving twice the time it would take to break down old habits once they were firmly established.

During the first six weeks, sentences should always be written on the blackboard to prevent that peek at the keyboard that soon becomes a glance, and finally develops into a long pause to look simultaneously from the copy to the written material, with the fatal results of losing one's place on the copy, wasting time, breaking the rhythm, and consequently lowering net speed.

An exercise to encourage the slower student to write faster and the faster ones to slow down, resulting in both instances in increased accuracy, is "call-the-throw" drills. The work

begins with a sentence that every student can complete in fifteen seconds. The class types this sentence and waits for the signal "return" before returning the carriage. The faster typists will see how long they have to wait before the call of the return; they will slow down, and in so doing will unconsciously develop a more even rhythm. The slower typists will realize that they do not have any extra time, and must avoid all waste motions if they are to finish before the signal to return; therefore, they tend to hit all the keys as quickly as possible, and the period of response is shortened. Through a quick response, special combinations are overcome or discarded completely and the goals of fewer errors and better rhythm with a higher net speed are attained. The length of the sentence may be increased or the time for writing decreased to keep the class working to capacity.

Sometimes as a preliminary drill to the above-mentioned call-the-throw drill, a mixed chorus can be very effective. A *good* typist—the term referring to the quality of rhythm used in typing—begins writing the home-row rhythm drill at a moderate rate of speed. By pointing or by nodding the head, the teacher indicates when each of the other members of the class is to join in. As soon as this moderate speed in even tempo is firmly established by the entire class, the teacher calls the return of the carriage and asks that a sentence familiar to them be typed in that same rhythmic pattern at the same speed. Those who have tended to go too fast will find their errors greatly reduced with the decreased speed; the slower students will discover that their fingers can go faster with ease with this steady rhythm; and, both types will be encouraged by their remarkable improvement.

There is a question as to which plays the greater part in developing skilled typists—rhythm or concentration on the material being typed. Perhaps both factors are interdependent, so let's make a combination of them. Common sense tells us it is much more difficult to concentrate on a mere conglomeration of words that carry no meaning whatsoever than on material which carries a complete thought or central idea.

At the beginning of the course, students are usually encouraged to think in terms of whole words rather than individual letters.

After this habit is firmly established, students

are directed to think several words together rather than just one word; that is, to think in phrases. No sooner has this goal been reached than we tell them to think in complete thoughts; in other words, to grasp the complete sentence at a glance. Why not begin from the beginning with the sentence idea? This meets the situation as it really exists. How common is one-, two-, three-letter word typing?

Letter Arrangement and Other Details

When sentence-thinking is a well-established habit, which should be by the end of the first eight weeks, we start our instruction in letter arrangement on the paper and correct procedure of other details in business correspondence. Included in this phase of the course are the different letter styles, carbon copies of letters, filing carbons, and addressing envelopes. When giving instruction in addressing envelopes, it would do well to stress the wishes of the United States Post Office rather than to follow the usual textbook procedure whereby the address style of the envelope agrees with the style of the letter, such as blocked, modified block, indented, and so on. The post-office personnel finds it more convenient to have the city and state on separate lines, each line of the address indented, and the return address in blocked style in the extreme upper left corner.

Since, in actual business practice, a letter is seldom written without making a carbon copy for reference, instruction in the preparation of carbons should be given at the time the business letter is taught. Since there will be no erasures at this time, the only instruction needed is in the proper method of inserting the carbon paper, original copy sheet, and carbon sheet in the machine. The carbon copy is of no value, however, unless it is properly filed. Therefore a system of filing must be introduced.

Six manila folders that will serve the purpose can be purchased at the local bookstore at very little cost. Using tinted stencil duplicator or construction paper of some unusual shade, make subdivisions. Allow for four letters of the alphabet in each of the first five folders and the remaining six letters in the sixth folder; no one folder is then too crowded. The tinted paper can then be dropped in the manila folder and labeled *A*, *B*, *C*, and so on, filing all *A*'s between the *A* and *B* tinted sheet.

An expansion folio with a flap serves as an excellent filing cabinet.

The rules for such filing need not be detailed or elaborate. The few basic filing rules can be mastered without difficulty.

What should be the standard for letters during this period? The answer is the only practical standard we know—*mailable copies*. If we are trying to teach in comparatively realistic situations, let us make the finished product follow the same pattern. Require one mailable letter, carbon and envelope, for each practice period of forty-five minutes' length during the first three or four days or even the first week of letter practice. Then raise the assignment to two letters with carbons and envelopes a period. This allows sufficient time for warmup and the completion of the assignment if no more time is wasted than would be permitted in the usual office.

If, at the end of four weeks of such practice, we believe that students thoroughly understand the details of addressing envelopes, we omit this portion of the assignment; but we continue the making of carbon copies and their filing because a technique of assigning subject headings to material is developed that can be acquired only through practice.

We should allow as much freedom as possible in spacing letters on the page. Where letterheads are not used, one should allow twelve spaces at the top of the paper before writing the date. After several weeks of practice, the students should be able to judge this space accurately by sight, without actually counting the number of lines.

We will soon find that for attractive placement of certain information within letters, it will be necessary to have some tabulation and centering instruction. Special exercises emphasizing this work may be given for two or three days; then this work may be practiced in letters where special information is more effective when displayed.

Students, following the above course of study, should be sufficiently qualified to fill many simple office jobs. The second semester (when community facilities permit) could well be spent in actual office work. The local doctor, dentist, pharmacist, city officials, and many others welcome this extra help and in addition usually prove to be very good critics. Since they are among those who will employ most of our trained students, who could be better

qualified to tell us the weak points in our training?

Not all of our students plan to use typing professionally. Students who are enrolled in typing purely for personal use may be given opportunity to realize the value of their typing even sooner than they had expected. During the second semester, teachers of other subjects could request that outside preparations be typed whenever possible; and the laboratory practice period could be devoted to such work. Through the co-operation of the other teachers who give special recognition to typewritten material, a sense of pride can be developed in everyday work for other courses.

Whether the student is pursuing typing for business or personal use, the aforementioned techniques produce results in half the time that we have assumed to be necessary. We know students can "take it" without any harmful effects—witness the Army and Navy techniques of instruction. We find the results are far more satisfying both to the student and the teacher than those we formerly attained, so why not broaden the objectives for our one-year typing?



Job Analysis for Effective Teaching

MARSDON A. SHERMAN

IT IS a truism that you must know what students are going to do with the training you are giving them in order to reach a maximum of efficiency with respect to functionalizing their work.

There are two ways of acquiring this knowledge and, though one may substitute for the other, both are highly advisable.

1. Actual work experience.
2. Visiting business offices and actually observing the tasks being performed.

To combine both procedures is advisable for the reason that actual work helps the teacher put herself in the student's place and understand his problems. It also aids in relating training more closely to need. On the other hand, job-survey gives the teacher an opportunity to keep up to date in her knowledge of needs, to observe a wider field of activity, and to make invaluable contacts among the people for whom workers are being trained.

During a recent job-analysis survey of 14,000 Virginia state employees for the purpose of evaluating and setting up a new set of job specifications, it was the author's good fortune to be appointed analyst for all clerical and stenographic positions, of which there are about 7,000. This survey offered an invaluable opportunity to observe the activities of office workers.

About 600 workers were chosen for analysis, and a list was made of their duties and the time spent on each one. Although these activities may not vary as widely among state office workers as they would for a similar group of employees in private enterprise, they are generally typical.

By pointing out these work activities, I hope to help educators gain a better over-all understanding of needs in training to meet needs on the job. Also, it is hoped that such a report will stimulate the making of similar surveys in other communities, although they may of necessity be less extensive. Time spent on such surveys would pay dividends in an understanding of the essential needs for business training.

The group of workers with which this article deals has been classified by the state as: Mes-

senger II; Clerk III, IV, V; Tabulating Clerk V; Typist III, IV; Stenographer III, IV, V; Executive Stenographer VI; Hearings Stenographer V, VI.

The class name, such as Messenger, Clerk, and so on, indicates to some degree the type of work performed. Among these are misnomers, such as messenger, who might be called Clerk II; and among the typists, there are many who are required to take dictation. The number following each class indicates rank and carries with it a salary range.

These are the jobs for which most of us in business education are training our students. They range from the simplest kind of clerical work to executive stenographer positions, from machine operators (tabulating clerks) to hearings stenographers, who require the skill and training of a court reporter.

An interesting phenomenon observed was that the worker's range of activities tended to increase as rank increased. This was true for the ranks of clerks, typists, and stenographers through grade V. Considering Messenger II as a Clerk II, the range of activities increased steadily through Clerk V, although Clerk V supervised the work of a number of persons. Stenographers III through V had to perform an increasing number of duties with each additional rise in rank. Stenographer VI, however, supervised a number of persons and, consequently, had a considerably smaller number of duties. Tabulating clerks and hearings stenographers engaged in relatively few activities but specialized in a higher degree of skill.

Considering these facts from the standpoint of promotion, it might be assumed that general clerical and stenographic job promotion depends on versatility and scope of training. Among the clerks, the variety of duties performed plus the ability to supervise the work of others gained top ranking. Skill of performance, of course, was considered in its true significance for the job. Among the stenographers, variety of activities, with due regard for skill, carried weight up to Stenographer V. Executive Stenographer VI, however, required supervisory ability, higher skill, and performed fewer duties.

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Considering these facts from the standpoint of promotion, it might be assumed that general clerical and stenographic job promotion depends on versatility and scope of training. Among the clerks, the variety of duties performed plus the ability to supervise the work of others gained top ranking. Skill of performance, of course, was considered in its true significance for the job. Among the stenographers, variety of activities, with due regard for skill, carried weight up to Stenographer V. Executive Stenographer VI, however, required supervisory ability, higher skill, and performed fewer duties.

All workers used office machines to some extent, but specialists were classified as Tabulating Clerks V and given their rank on the basis of their special skill. Hearings stenographers, whose duties were to record the proceedings of meetings and hearings, were required to engage in little more than taking dictation and transcribing shorthand. Their rank was usually designated by the amount of experience they had in addition to their skill.

To summarize, it may be said that a broad general foundation in office skills aids in the advancement of a worker where supervision is constantly available. Beyond that point, however, the worker must have better-than-average skill in some particular phase of work; for example, machine operation or stenography. To achieve top positions requires supervisory ability and initiative in planning and directing the work of others.

The primary purpose of this writing is to point out a general list of activities performed by the above-mentioned workers, to define these activities, and to give a general picture of skills and knowledges needed on the job.

As there is no reason to classify the job specifications of each group, a composite list of activities will be recorded here.

TYPES OF DUTIES PERFORMED

Answering phone	Handling mail
Approving vouchers for payment	Handling money
Assembling material	Handling supplies
Bookkeeping	Instruction
Book maintenance	Interpreting data
Briefing cases (abstracts)	Interviewing
Calculating from formula	Keeping records
Checking	Library work
Coding	Making graphs
Compiling data	Messenger service
Composing letters	Operating machines
Conducting personnel examinations	Purchasing supplies
Cost accounting	Receptionist
Desk attendant	Setting up forms
Dictation	Shelving books
Drafting	Sorting material
Editing	Supervisory planning
Evaluating data	Tabulating data
Filing	Taking dictation
General supervision	Taking inventory
	Typing

MACHINES OPERATED

Addressograph	Mimeograph
Automobile	Multilith
Billing	Paper Folding Machine
Calculating	Photostat
Checkwriter	Police Radio

Dictaphone-Ediphone
Ditto
Graphotype
Card Punch
Sorting Machine

Postage Meter
PBX
Teletype
Varytaper

Many of these activities are sufficiently defined by title to need no further definition. There are some, however, listed in such general terms that they require some description. In defining these terms, no arbitrary or dictionary definitions are used. Instead, it was found advisable to actually state the types of work done under each term in the language of the worker. Thus, tasks were simply stated, leaving little room for controversial interpretation.

Definitions

Accounting

1. Administration of financial matters, accounts, records, bills, budget estimates, encumbrances, expenses, and salaries.

Assembling Material

1. Binding of periodicals and publications.
2. The collecting and putting into order of material.

Bookkeeping

1. Record keeping necessitating book entries and judgment in making entries. Making up pay rolls.
2. Preparing invoices for payment.
3. Includes calculating, checking, keeping records, compiling data, and coding; but when these duties are above and beyond the regular routine of bookkeeping, they are checked as separate activities.

Calculating

1. Addition of figures to obtain data.
2. Running of percentages and other arithmetical functions.

Checking

1. Checking for accuracy.
2. Checking for completeness.

Coding

1. The preliminary processes necessary to the filing of mail, such as indicating with a red pencil the subject or name under which material is to be filed, and cross referencing.
2. Arranging data on sheet for key-punch procedure.

Compiling Data

1. Includes billing.
2. Compiling weekly summary of arrests, summonses, and activity forms, and typing same in report form.
3. Preparing information for statistical summaries.
4. Compilation from secondary sources, not originating a tabulated form.
5. Filling out forms.

Editing

1. Checking for grammatical errors and ambiguity.

2. Segregating items and clippings from newspapers.

Filing

1. All branches of systematic placement of materials are headed filing.

General Supervision

1. Supervising secretaries, stenographers, and clerks, and also assistants in the line of work of the particular agency.

Handling Mail

1. Opening and distributing mail, not just messenger service.
2. Preparing mail to be sent out.

Handling Supplies

1. Includes preparing merchandise and other articles for shipping.
2. Distributing supplies.
3. Incidental sales of supplies and materials.

Interpretation of Data

1. The using of personal judgment in matter of policy.
2. The segregating of materials through evaluation, classification, and interpretation.
3. The use of judgment in filling in forms from interview.

Interview

1. Interviewing applicants for positions.

Keeping Records

1. Keeping records for the purpose of determining cost of certain units (State cars.)
2. Recording events.
3. Keeping personnel records.

Purchasing Supplies

1. Purchasing of food and supplies.

Sorting

1. Segregating material into groups, exclusive of the complete process known as filing.

Tabulating Data

1. From original sources—other than tabulation from previously arranged material or lists, originating the form and setup for recording data.

Taking Inventory

1. Handling and counting of stocks and supplies, and keeping the necessary written records.

Although this particular survey may not list all the duties performed by office workers in other communities or other types of offices, it will serve as an example of what is needed in checking the business curriculum to determine whether it is adequately meeting the need for business training in your community.

It will readily be seen that some of the listed activities are not the ones covered by your training program. This fact is not necessarily indicative of a deficient curriculum. It is evident that many skills and knowledges cannot be taught in school without the aid of co-operative training. Insufficient equipment, insufficient time, etc., must be considered.

Some things are so completely tied up with a few selected jobs that time cannot be spent on them in school. The probability of one of your students getting one of those jobs might be very slight. There are other activities of such personal nature that the employer would prefer to train the employee on the job. There are other activities which require understanding only and, therefore, would not require instruction and practice.

Business educators should acquaint themselves thoroughly with all the things their students are likely to encounter on the job, then train as adequately and efficiently as possible. The knowledges and skills which you find you have not included may be achieved through co-operative training and field trips.



In the Audio-Visual Spotlight . . .

A new audio-visual aids center for teachers and students was opened by the Education Department of the American Museum of Natural History in New York City on January 8.

The center, occupying a large display room on the second floor of the museum's school service building, provides practical information through a complete index of available materials for classroom use at all age and grade levels from kindergarten through college.

New types of equipment, exhibits of three-dimensional dioramas, study collections, photographs, maps, works of art, a record library, and catalogues of motion pictures, slides, and film strips are available for study.

This institute, which is under the direction of Dr. Grace Fisher Ramsey, curator of school relations, and Dr. Irene F. Cypher, supervisor of guest services, is open to all teachers.

Guidance Bibliography

Guidance—Personal and Vocational is the title of a duplicated booklet compiled by Lili Heimers, director of the Teaching Aids Service of the Library, edited by Margaret G. Cook, librarian, of New Jersey State Teachers College, Upper Montclair.

This 38-page publication includes titles, publishers, prices, and descriptions of charts, posters, films, filmstrips, pictures, publications, recordings, and transcriptions allied to guidance work.

Orders may be accompanied by 75 cents and addressed to the New Jersey State Teachers College, Montclair. No bills will be sent, no vouchers signed, and no stamps accepted.

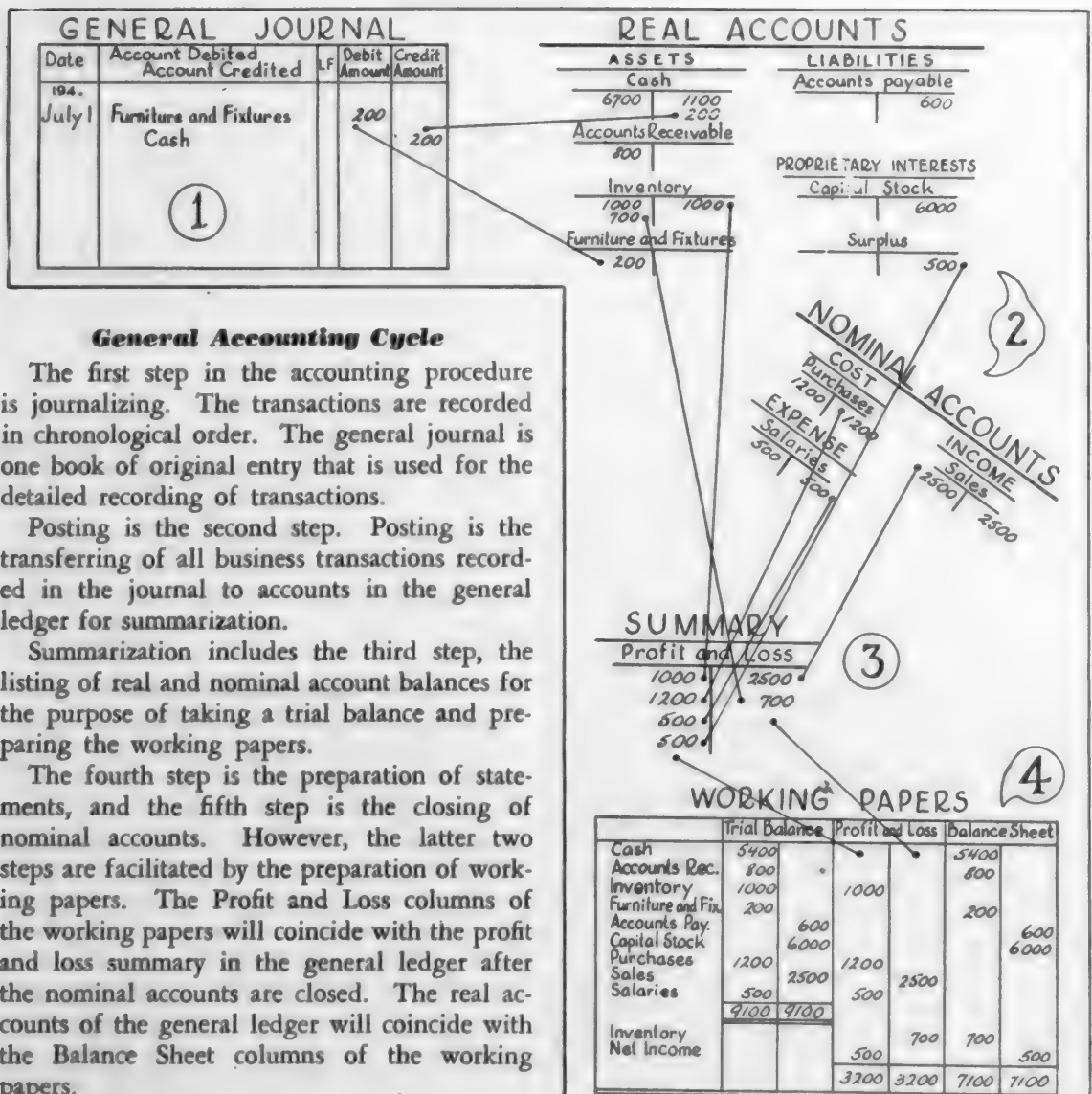
Charting General and

HOWARD A. ZACUR

SEEING the accounts in action and observing their relative importance to each other in the accounting structure will aid one in developing a mental impression of the working principles of accounting. This twofold function is readily accomplished when charts are employed. The accounts can be completely visualized, thereby eliminating extraneous explanations; and more time may be confined to the computations of complex problems.

As accounting teachers use the blackboard considerably for outlining and demonstrating the treatment of accounts, charts may be used to supplement each unit presented. These may be given to students after each lecture; they may be distributed before each assignment to facilitate study; or they may be issued before a recitation.

Charts are not intended to include complete explanatory details of accounting principles. The instructor provides the students with these difficult explanations.



General Accounting Cycle

The first step in the accounting procedure is journalizing. The transactions are recorded in chronological order. The general journal is one book of original entry that is used for the detailed recording of transactions.

Posting is the second step. Posting is the transferring of all business transactions recorded in the journal to accounts in the general ledger for summarization.

Summarization includes the third step, the listing of real and nominal account balances for the purpose of taking a trial balance and preparing the working papers.

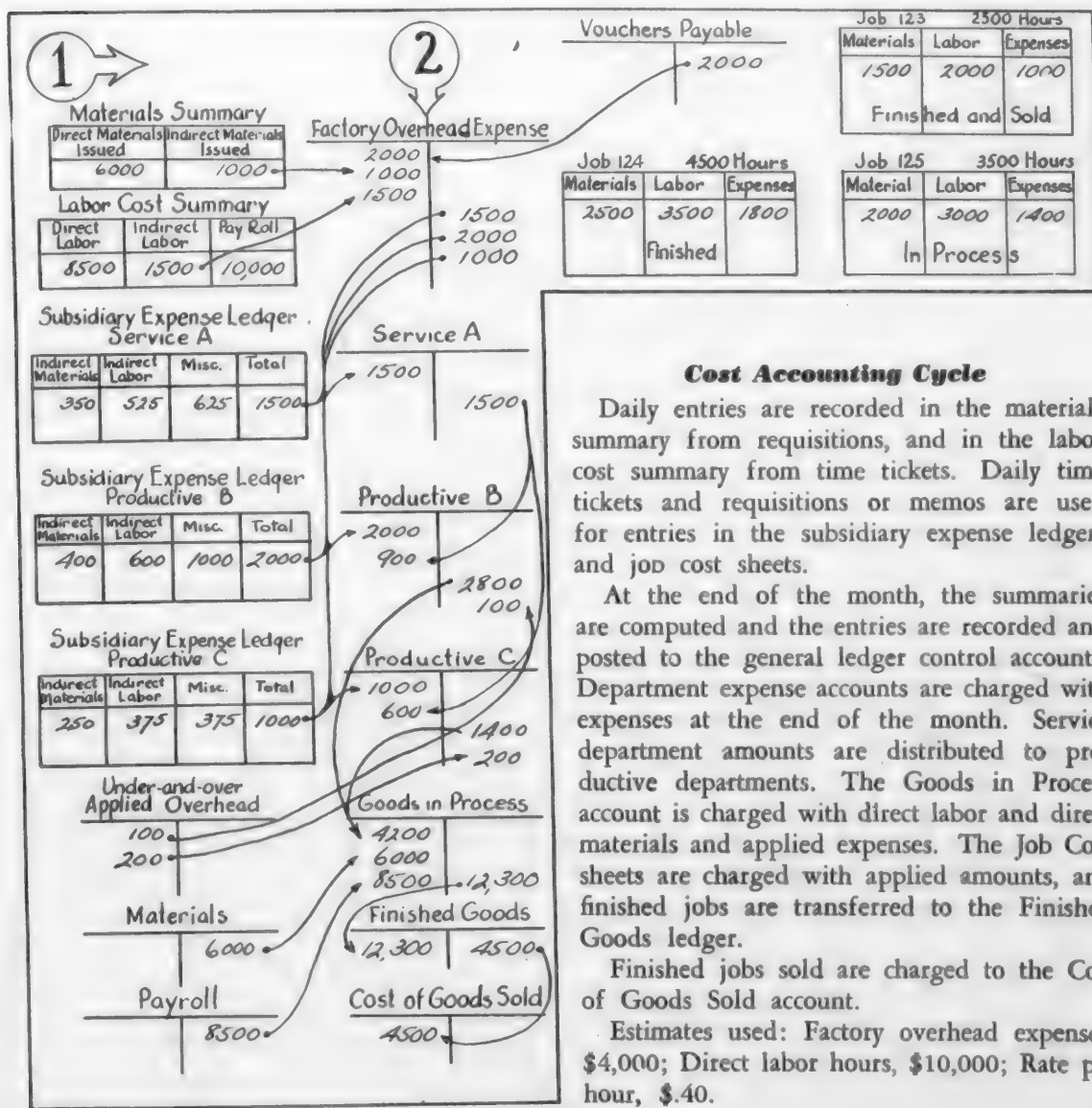
The fourth step is the preparation of statements, and the fifth step is the closing of nominal accounts. However, the latter two steps are facilitated by the preparation of working papers. The Profit and Loss columns of the working papers will coincide with the profit and loss summary in the general ledger after the nominal accounts are closed. The real accounts of the general ledger will coincide with the Balance Sheet columns of the working papers.

Cost Accounting Cycles

The two charts: the general accounting cycle and the cost accounting cycle present the working principles in the form of a visual aid to help students better understand the accounts as they are affected by entries. Additional charts illustrating the accounting equation, business transactions and accounts affected, and the closing entries leading up to the general accounting cycle should be used in developing the student's understanding of the principles of general accounting.

Comment

Mental impressions of the working principles of accounting can only be fixed after the principles have been explained by the teacher and studied by the student. Then, and only then, can charts make themselves felt as summarizing agents. They take on meaning and purpose for the student when he is enabled to understand, by a prior study of the principles involved, what the charts purport to illustrate. For this reason, I do not believe that charts should be given to the student before the topic illustrated by the charts is studied.—R. Robert Rosenberg



Cost Accounting Cycle

Daily entries are recorded in the materials summary from requisitions, and in the labor cost summary from time tickets. Daily time tickets and requisitions or memos are used for entries in the subsidiary expense ledgers and job cost sheets.

At the end of the month, the summaries are computed and the entries are recorded and posted to the general ledger control accounts. Department expense accounts are charged with expenses at the end of the month. Service department amounts are distributed to productive departments. The Goods in Process account is charged with direct labor and direct materials and applied expenses. The Job Cost sheets are charged with applied amounts, and finished jobs are transferred to the Finished Goods ledger.

Finished jobs sold are charged to the Cost of Goods Sold account.

Estimates used: Factory overhead expenses, \$4,000; Direct labor hours, \$10,000; Rate per hour, \$.40.

We, the Teachers of Baltimore . . .

THIS philosophy was prepared through the joint efforts of a committee of business teachers from both the junior and the senior high schools of Baltimore.

We, the teachers of the Business Education Department of the public school system of Baltimore, Maryland, believe that those educational processes which we use to direct learning are for the benefit of the whole individual rather than a single part of him; that in the training of each pupil we should attempt to develop the individual to the fullest extent of his capacities; that the development of the individual should lead to a dynamic personality, not only capable of providing him for his own needs and interests, but also cognizant of his privileges and duties in this democratic nation.

We, as teachers in a democracy, believe that before all things the proper development of the character is necessary. We feel that honesty, self-control, and the development of a responsible social viewpoint are of supreme importance. Since we realize that undesirable personality traits, rather than lack of skill, often act as a deterrent to the proper functioning of the individual on the job, we must provide opportunities for, and point out the necessity of, desirable character qualities. Perseverance and industry, neatness and accuracy, courtesy and dependability—all these traits, of necessity, must be constantly stressed.

We, as teachers in a nation enriched by the effects of scientific discoveries which hold forth hope of a greater life span, believe that we should inculcate good health habits in our pupils.

We, as teachers in a country offering outstanding secondary and collegiate levels of training, believe that complete mastery of the fundamental processes is necessary for everyone. To this end, we should endeavor to build upon the foundations laid in the elementary schools. Moreover, so that the pupil may be more fully prepared for the world of commerce to which we lead, we should supply sufficient background material and personal-use skills before the period of specialization, so that the pupil receives a true and complete picture of business processes. Not until these fundamental processes have been adequately mastered should specialization take place.

We, as teachers in a society that believes in competitive enterprise, appreciate the part that work and labor play in the lives of our citizens. We therefore believe that we should train the pupil for vocational competence. We should give him sufficient instruction and practice so that he will reach the highest possible level of skill. We realize that this level will vary because

of individual differences; and we should, therefore, by proper guidance, introduce specialization in accordance with pupil ability. We must strive to have him understand better the economic structure and possibilities of his community. We should endeavor to provide each pupil with a marketable skill or knowledge so that we may assist him, by means of our placement counsel, to secure and hold an initial job in the commercial world. Moreover, each pupil should be taught how to train himself for the job ahead; that is, each pupil should be instructed in the elements which make for occupational intelligence.

We, as teachers in a country noted for its belief in the rights and freedom of the individual, feel that the pupil must be made aware of his obligations to his fellow-citizens. We must impress upon the pupil a sense of responsibility to his fellow-students, to his teachers and to the community which provides for the fulfillment of his heritage, so that he, when he becomes a part of the world of business, will sense a similar responsibility to his fellow-employees, to his employer, and to the community in which he resides. We should further make known that, for the welfare of the common good, it may be necessary for him to sacrifice his personal desires and ambitions.

We, as teachers in a nation ever mindful of the sanctity of the home as the primary institution for the preservation of the family, believe that our pupils, through a broad knowledge of the principles of consumer education, will become more worthy members of the family group.

We, as teachers in a country having the highest living standards in the world, believe that the education of the whole individual involves the discovering, the fostering, and the directing of the special interests of a pupil, so that he may more effectively use the leisure time which this industrialized republic has so abundantly given him.

We, as teachers of business education, must lead our boys and girls to believe so strongly in the American way of life that they will be willing to make any necessary sacrifice to preserve it. This, we believe, may best be done through the continuous process of improving our thinking and acting that we call EDUCATION.
—E. Duncan Hyde, Supervisor, Commercial Education.

Democracy

Applied to the Secondary School Commercial Club

HARRY D. SMITH

WORLD War II and the problems of peace have pushed the idea of democracy to the forefront, and the secondary school commercial club can be made intensely interesting to its director, sponsor, or adviser, and to every individual member by the application of democracy to its various activities.

The Central High School Commercial Club, Paterson, New Jersey, has been conducted with the help of the adviser by two committees, the Executive Committee and the Grapevine Committee. The Executive Committee and the club adviser performed the duties of finding speakers and other talent, as well as arranging varied other features for all meetings or entertainments of the organization. The Grapevine Committee circulated among the members and nonmembers of the student group in the commercial course to attempt to discover their likes and dislikes pertaining to club activities.

Democracy Versus the Executive-Committee Method

Many organizations of mature men and women are conducted by what may be termed the "executive-committee method." It is utilized as a timesaving device by which a select few are elected or chosen for the distinct purpose of discussing the details of all matters coming before the club or organization, reporting on these matters in brief or capsule form, and then having the busy members decide on the report or recommendations of the executive committee.

There may be organizations or clubs of men and women in which the important affairs are so numerous that a detailed discussion of them would take more time than could be allotted to the meeting.

There are likewise organizations where the executive-committee, or capsule-report, form of running meetings has entailed more discussion and waste of time than would have occurred had democratic discussion taken place and decisions been made by a majority vote as each proposition arose.

In any event, there is a clear and distinct

cleavage between the executive-committee method of conducting meetings of young folks and the democratic method, which requires detailed thought, discussion, and decision.

The executive-committee method of carrying out commercial club details or activities leaves too much work to be done by a select few. It gives the average member a false conception of the numerous details that must be considered and acted upon concerning every meeting of the organization. It places a majority of the members into a specific group of nonworkers, which takes the accomplishments of the commercial club for granted. It tends to undervalue the importance of such accomplishments from the viewpoint of genuine thought, planning, or labor.

What is of greatest importance is the fact that the executive-committee method misses the opportunity of conferring upon the majority in the secondary school commercial club the educational growth which every member can gain by taking an active part in the numerous activities essential for the organization's success.

When other duties forced the previous adviser to relinquish his connection with the Central High School Commercial Club, the new adviser called a meeting of the officers who had been elected the preceding June for an entire school year. At this meeting, one basic theme developed. Too much work was done by a few and not enough interest was shown by the membership to compensate for such labor.

"What can be done about it?" the new officers inquired as they focused their gaze on the new adviser.

The new adviser replied: "We fought two world wars to preserve the principles of democracy. How about practicing democracy in our commercial club by spreading the work and responsibility among the greatest number?"

"That sounds very good," the officers assented; and one of them asked, "Do you think that the formation of more committees would help to solve the problem?"

The new adviser threw the question back to the president, vice-president, secretary, and

treasurer. After considerable discussion, in which the adviser did not take part, they thought that the formation of a number of student committees would be of great value to the organization.

Democratic Method Evolves

"What committees would you suggest?" they asked the adviser in unison; whereupon they were countered with, "You are experienced veterans in our commercial club. What committees do *you* think would help solve our difficulty or difficulties?"

After a discussion, the following committees were decided upon as adequate for all purposes:

Reception Committee, with the president of the commercial club as chairman, and one or two members from each classification of the commercial course.

Club Pin Award Committee, with treasurer as chairman, and one or two members from each classification of the commercial course.

Audising Committee, to be composed of a chairman and one or two members from each classification of the commercial course.

Program and Entertainment Committee, to be composed of a chairman, and two, three, or four members from each classification of the commercial course.

Promotion and Publicity Committee, to be composed of a chairman, and two, three, or four members from each classification of the commercial course.

After these committees were decided upon, the method of choosing them democratically was discussed. It was decided to distribute slips of paper at the opening meeting. Each member present was to be asked to volunteer to serve on one of the committees mentioned, and was to be urged to choose a committee that would best suit his or her ability. It was also decided to call an informal gathering of the volunteers, who, after they were divided into different committee groups, would select their own chairman.

Where a committee's work was so unwieldy that it had to be subdivided, a cochairman was to be selected; but the original chairman was to be responsible for his or her group as a unit. A cotreasurer was also to be chosen for the commercial club. The terms "assistant chairman" and "assistant treasurer" were thought to be undemocratic and subservient.

Discussion disclosed the fact that the Program and Entertainment Committee chairman

would have better results if there was a cochairman to supervise the musical and other entertainment features of meetings. It was therefore decided to divide this committee, with a cochairman to be selected by those members of the original committee who were more adept at working on musical and other entertainment features suggested or planned by the Program and Entertainment Committee.

It was likewise decided to have, working with the chairman of the Promotion and Publicity Committee, the cochairman for the following allied committees: Posters and Placards Committee, Blackboard Advertising Writers Committee, Homeroom Visiting Speakers Committee, and the basic group, the School Publicity Writing Committee, which was to prepare the advertising copy for all the other committees and to write up commercial club news for the Student General Organization weekly bulletin and for the secondary school bi-weekly publication.

Unity and a common purpose seemed to prevail. No one member was to be taken for granted. Every one must be given an opportunity to serve. Supposing a member could not or might not care to serve? The fact that such a member (or members) was given the opportunity to serve and was recognized as an individual in his or her own right is sufficient to indicate practical democracy. Where members do not serve, they may be impressed with the fact that they are missing a valuable opportunity in personal growth, education, and citizenship.

Business principles learned in the commercial course suggest that we get as much as possible out of each investment. Commercial course pupils are very busy school citizens. Their time, too, is valuable. It can be conserved and utilized to the greatest advantage in the secondary school commercial club by the injection of that vigorous vitamin known as *democracy*.

This application of democracy for the greatest good to the largest number, besides being of vital advantage to the pupil membership of the secondary school commercial club, also includes the adviser, director, or sponsor of the organization. He or she derives maximum satisfaction from observing the commercial club boys and girls grow and develop because of enthusiastic extracurricular highly beneficial educational group activity.

MARCH BOOKKEEPING CONTEST

MILTON BRIGGS

HERE is the seventh problem in a series of contests designed to stimulate interest in all bookkeeping classes. Solution of this contest problem will require not more than one or two class periods and will provide a welcome change from textbook routine. The problem may be assigned for homework, or for extra credit.

An impartial board of examiners in New York City will grade all papers submitted in this contest, and a two-color Certificate of Achievement will be sent to each student who submits a satisfactory paper. THE BUSINESS EDUCATION WORLD will distribute cash prizes, as described below, for the best student solutions of this contest problem. All information necessary for participation in the contest is given here.

The Bookkeeping Contest Rules

1. Have your students work the bookkeeping problem which follows these rules. The B.E.W. hereby grants you permission to duplicate the problem for free distribution to your students if you wish them to have individual copies. The problem is so short, however, that it can be dictated or written on the blackboard.

2. Send all solutions by first-class mail or by express to B.E.W. Department of Awards, 270 Madison Avenue, New York 16, N. Y.

3. With your papers, send a typed list *in duplicate* of the names of the students whose papers are submitted. Place "A" after each name to be awarded a Junior Certificate, and "C" for a Superior Certificate. Certificates must be earned in order.

4. Remit 10 cents for each paper. This fee covers in part the cost of examination, printing, two-color Certificates of Achievement to each student whose solution meets an acceptable standard. Your students will be proud to show their certificates to their parents, friends, and prospective employers.

5. Select the three papers that you consider the best, and place these on top of the papers you send in. They will be considered for the award of prizes. (Teachers who do not wish to submit

papers for certification may enter in the contest, free of charge, the three best solutions from each class.) Not less than five solutions may be submitted for certification.

6. The B.E.W. will award cash prizes *in each division* as follows: \$3, first prize for the best solution submitted; \$2, second prize; and prizes of 50 cents in savings stamps for other outstanding papers.

7. Each paper submitted must have this data in the upper right-hand corner; student's name in full, name of school, address of school, teacher's name in full.

8. All acceptable papers become the property of the BUSINESS EDUCATION WORLD. Papers not meeting certification standards will be returned with errors indicated.

9. The judges will be Clyde Blanchard, Milton Briggs, and Mrs. Claudia Garvey.

10. CLOSING DATE of the contest is April 22, 1946. Contest papers to be considered for prizes must be postmarked not later than midnight of that date. Papers postmarked later than that date will be accepted for certification only. Prize winners will be announced in a later issue of the B.E.W., and prizes will be mailed as soon as possible after the judges have decided upon the prize winners.

NEXT MONTH

WANTED: 10,000 student bookkeepers to solve the B. E. W.'s contest problem next month. Servall Centre, subject of the April contest, is a community department store. Students are called upon to produce a work sheet, a simple profit and loss statement, or a balance sheet for Servall Centre. The April problem will be divided into three parts. Three different Certificates of Achievement will be awarded, one for each part of the problem solved. And there will be more cash prizes for the students who submit outstanding solutions!

Here Is the March Problem

Colonial Candle Company

Please read or dictate the following introductory paragraphs to your students:

In this contest, you act as bookkeeper for the Colonial Candle Company, owned by Arthur Tripp. The last Balance Sheet for Mr. Tripp's business was as follows:

COLONIAL CANDLE COMPANY	
ARTHUR TRIPP, Proprietor	
Balance Sheet	
January 31, 1946	
ASSETS	
Cash	\$ 500.68
Notes Receivable	48.00
Accounts Receivable	3,900.08
Merchandise Inventory	5,611.04
Supplies	106.91
Prepaid Insurance	124.55
Equipment	2,075.00
Total Assets	\$12,366.26
LIABILITIES	
Notes Payable	\$1,500.00
Accounts Payable	1,076.54
Pay-Roll Taxes Payable	17.44
Employees' Income	
Taxes Payable	93.76
Total Liabilities	\$2,687.74
PROPRIETORSHIP	
Arthur Tripp, Capital	9,678.52
Total Liabilities and Proprietorship	\$12,366.26

Following is a list of transactions selected from those that occurred last month in this business. You are to journalize these transactions in accordance with instructions given in the assignments at the end of the problem. Account titles, suggested for use in recording the entries, are also given at the end of the problem.

Dictate the following transactions to your students, or have the transactions duplicated or written on the blackboard:

FEBRUARY, 1946

- 1 Borrowed \$500 from George Hart and gave him a 60-day promissory note.
- 2 Sent the Community Real Estate Corporation a check for \$80, store rent for month.
- 4 Bought merchandise on account 30 days from the Nation-wide Novelty Company, Chicago, \$84.04, order No. 37.
- 7 Sold merchandise on account 60 days to the Esther Louise Gift Shoppe, Detroit, \$24.92, sale No. 104.
- 9 Returned, as unsatisfactory, \$9.62 worth of merchandise purchased from the Nation-wide Novelty Company on February 4. (Credit Purchases.)
- 11 Mr. Tripp, proprietor, withdrew \$200 in cash from the business.
- 12 Bought merchandise on account 60 days as follows: Home Products Co-operative, Glendale, \$175.05, order No. TX214; Greene & Stone, Inc., Boston, \$89.49, order No. 714C.
- 14 Sent a check for \$100 to Home Products Co-operative in part payment of account.
- 16 The cash-register tapes show that cash sales to date total \$1,052.67.
- 18 Paid promissory note due at First National Bank, \$750. No interest.
- 21 Sold merchandise on account 30 days as follows: Mountainside Inn, Tarrytown, \$56.19, sale No. 186; Roger W. Baker, Weston, \$60.72, sale No. 187.
- 25 Mountainside Inn returned \$11.60 worth of the merchandise sent them on February 21. Mr. Tripp allowed credit for the return. (Debit Sales.)
- 26 Received a check for \$15 from the Esther Louise Gift Shoppe in partial settlement of amount due.
- 27 Sent Greene & Stone, Inc., a 60-day promissory note for \$89.49.
- 27 Received a check for \$48 from Russell Borden to pay his note, which we hold.
- 28 Mountainside Inn paid \$25 on account.
- 28 Bought a new typewriter on account, \$125, from the Efficiency Equipment Corporation.
- 28 Bought stationery for office use, \$7.95, from the Superior Paper Company. Paid cash. (Debit Supplies.)

The following account titles are suggested for use in journalizing the transactions in this problem: Cash, Notes Receivable, Accounts Receivable, Supplies, Equipment, Notes Payable, Accounts Payable, Arthur Tripp—Capital, Sales, Purchases, Rent Expense.

These account titles are not, of course, the only ones acceptable in recording transactions of the Colonial Candle Company. Teachers and students who are accustomed to the use of other account titles may use them here.

Directions to Students

Use pen and ink and your best penmanship in each assignment.

ASSIGNMENT A—For a Junior Certificate

Make all entries in General Journal form; or, if you prefer, make entries in five books of original entry: a simple Purchases Journal, Sales Journal, Cash Receipts Journal, Cash Payments Journal, and General Journal. (Refer to your textbook for forms if necessary.) Use both sides of regular bookkeeping paper or of plain white paper properly ruled. If you

choose to use the five books of original entry, total and close them at the end of the month.

ASSIGNMENT B—For a Senior Certificate

Work Assignment A. Open ledger accounts and record balances shown in the Balance Sheet of January 31, 1946. Then post all entries for January (to General Ledger accounts only) Use both sides of your ledger paper. Use only the necessary number of lines for each account. Submit only your ledger for certification.

ASSIGNMENT C—For a Superior Certificate

Work Assignments A and B. Then prepare a Trial Balance as of February 28, 1946, on journal paper or on plain white paper properly ruled. Submit only your Trial Balance for certification.

Student Corporation Formed at New Bedford High

SOMETHING new has been added to the accounting course at New Bedford (Massachusetts) High School. At the beginning of the school year, the accounting class under the instruction of Milton Briggs, Associate Editor of the *BUSINESS EDUCATION WORLD*, formed a corporation to develop a better understanding of accounting in all details. Using the name *I.M. Lerner Corporation*, this organization has developed into a thriving business enterprise.

It was decided among the class to sell miscellaneous articles such as Christmas cards, birthday cards, wrapping paper, and so on. The first project was the sale of Christmas cards and stationery.

The class drew up the certificate of incorporation on October 15. It is a closed corporation, consisting of 33 members, and will exist for 32 weeks. The total capitalization is \$75 and the par value of each share is 50 cents. The total number of shares is 150. The subscription list was submitted to the class and each pupil subscribed for shares.

The class acts as the board of directors. The officers' terms expire after each project is completed and new officers are elected.

Some members of the class typed the certificate of incorporation and each stock certificate. Others were appointed as sales managers upon recommendation from their salesmanship teacher, from whom they get credit for their work.

On October 22, the first shipment of cards was received. The class voted to sell the boxes at the retail price of one dollar, and to pay a 10 per cent commission on the selling price of the

cards. Also, it was voted to pay the commission the day before Christmas vacation and dividends at the last board of directors' meeting sometime in June. Later, they received other shipments of cards. Each invoice that was received was carefully checked. The minute book was read at each meeting of the board of directors.

On December 13, an auction was held to sell the boxes left to the highest bidder. The auctioneers were Raymond Teachman and Bernard Goldin.

Total sales for the first project completed were \$172.20.

The teen-agers have discovered that it is fun running a corporation and solving their own problems. It also provides good business training. Interest in class sessions is at high pitch.
—*Shirley Bayreuther*

C.E.A. Annual Convention

MRS. EDWARD C. CHICKERING, president of the Commercial Education Association, of the city of New York and vicinity, has announced the annual convention of the Association, which will take place on Saturday, March 16, at the Hotel Pennsylvania, New York City. The theme for the year is "Business Education for World Cooperation."

The following affiliated associations will hold meetings preceding the luncheon: Accounting and Law Association, Catholic Business Education Association, Gregg Shorthand Association, Pitman Shorthand Association, Private Business Schools Association.

March Transcription Tests

CLAUDIA GARVEY

TRANSCRIPTION TEST FOR THE JUNIOR CERTIFICATE

Instructions: Dictate the addresses before starting to time the take. Spell out unusual names in the addresses. The letters are counted in 15-second dictation units of 20 words each.

Letter No. 1: Mr. John Devlin, 1 Elm Street, Covington, Kentucky. Letter No. 2: Mr. Carl Wentworth, 2 Mill Road, Knoxville 9, Tennessee.

(Dictate at 80 Words a Minute)

Letter No. 1. Dear Mr. Devlin: There is insurance to protect you and your business against just about any type of / disaster. You can insure yourself against floods. You can insure yourself against the weather. You can a'iso insure / the glass in your store windows.

If you require an unusual or special type of insurance, be sure to call on / us. If insurance of the kind you seek is available, we can write up your policy.

Don't forget us (1) either when you are in need of the common varieties of insurance. If you want to increase your present life / coverage or want to expand your car insurance to provide against any kind of auto accident, be / sure to write us. Yours very truly,

Letter No. 2. Dear Mr. Wentworth: We are offering a new health policy that will take / care of your medical as well as hospital expenses.

The enclosed circular outlines the plan and contains (2) a list of co-operating hospitals in this area. You may choose the hospital as well as the doctor / who is to attend you; and all expenses, including medicines and special tests as well as dressings, are / provided for.

You owe it to yourself to obtain the protection afforded by this policy. Cordially yours, (240 standard words, including addresses)

TRANSCRIPTION TEST FOR THE SENIOR CERTIFICATE

Instructions: Spell out all unusual names in the addresses. Dictate the following addresses

before starting to time the take. These letters are counted in 15-second dictation units of 25 words each.

Letter No. 1: Mr. Dale Butler, 2 Bluegrass Road, Ashland, Kentucky. Letter No. 2: Powers and Company, Park Lane, Louisville, Kentucky. Letter No. 3: Mr. Philip Prescott, Shady Lane, Red Bank, Tennessee.

(Dictate at 100 Words a Minute)

Letter No. 1. Dear Mr. Butler: Just this week we had an application for automobile collision insurance.

In the letter asking that we provide / this additional protection, the customer told us that up to this time he had considered the rate high. One accident that cost him / \$350 convinced him of his false economy. The same amount of money would have given him this type of insurance / for fourteen years.

We have many automobile policyholders who do not enjoy the added protection of collision insurance. (1) This one case should convince them that this type of insurance is a very wise investment. Yours truly,

Letter No. 2. Gentlemen: Your company has built / up an excellent reputation in this community because of the interest shown in the welfare of those you employ. We know you / are anxious to give your employees as much protection and security as you are able to provide. We, therefore, believe you will be / interested in studying a group health insurance. Under this plan, your entire staff can be assured the best medical care and, when (2) necessary, free hospital service.

You can at the same time protect their earning power by including a special clause that will insure half / salary during the complete period of illness.

The cost is very low under the group plan. If your firm does not feel that it can assume / the entire cost, we suggest that you present the plan to your employees for their consideration. We feel sure they will be glad to receive / their benefits at so reasonable a rate.

Let our Mr. Brown come in and discuss this program with you. If you wish, he will present

the (3) plan to your staff. Cordially yours,
Letter No. 3. Dear Mr. Prescott: We welcome you to Red Bank and your new home. We are certain you will find this community / a pleasant place in which to live.

If you have not already protected your new house and furnishings with fire insurance, we should like / to serve you. Return the enclosed card, and Mr. Jones will call to make necessary arrangements. Cordially yours, (400 standard words, including addresses)

New Director at Simmons College

THE appointment of PROFESSOR PAUL L. SALSGIVER as director of the Simmons College School of Business was announced yesterday by PRESIDENT BANCROFT BEATLEY, of Simmons, at the annual midwinter alumnae council meeting.

Professor Salsgiver, who will also be professor of business economics at Simmons, has been associated with Boston University since 1935. He will begin directorship at Simmons in July, succeeding DR. SAMUEL J. LUKENS, whose resignation at the end of the present semester was made public at the same time. MRS. HELEN GOLLER ADAMS will serve as acting director of the School of Business until July, and Miss HELEN R. NORTON will be acting director of the Prince School of Retailing at Simmons, a position held by Dr. Lukens.

Professor Salsgiver, a former lieutenant-colonel in the Information and Education Division of the Army, aided in the preparation of courses in the Army education program of the Armed Forces Institute in this country, and in 1944 was assigned to the European Theater as second in command of the staff to prepare for the Army education program in that area.

He graduated from State Teachers College, Indiana, Pennsylvania, in 1928, and received the master of arts degree from the University of Pittsburgh in 1930.

He came to Boston in 1935 as a lecturer at Boston University, and in 1936 was made assistant professor of commercial education. He was promoted to associate professor in 1939, and in 1941 was named professor of commercial education in the School of Education at Boston University.

Professor Salsgiver is a member of Delta Pi Epsilon, Phi Delta Kappa, Kappa Delta Pi, Phi Sigma Pi, and several commercial teachers associations. He lives in Milton, Massachusetts, is married, and has one son.



H. E. McMahan Receives Captaincy

HERBERT E. MCMAHAN, former faculty member of the Business Education Department, Bloomsburg (Pennsylvania) State Teachers College, was promoted to the rank of captain in the supply corps, U.S.N.R.

Captain McMahan is now officer in charge of the Stock Control Department, Ships Parts Control Center, Naval Supply Depot, Mechanicsburg, Pennsylvania. He was commissioned a lieutenant in the Supply Corps of the Naval Reserve in October, 1935, and was ordered to active duty in August, 1941, in the Supply Department of the Philadelphia Navy Yard.

After a brief indoctrination, Captain McMahan became officer in charge of the Shipping Division and Delivery Division; and in April, 1942, he became officer in charge of the Outgoing Stores Group. He remained in this assignment until November, 1943, when he was detached from duty at that station.

In December, 1943, Captain McMahan reported to Naval Supply Depot, Pearl Harbor, where once again he was appointed officer in charge of Outgoing Stores Group. In March, 1944, he was detached from Pearl Harbor and ordered to the Midway Islands where he was Supply Officer of the Naval Operating Base and Naval Air Station.

Captain McMahan reported to the Naval Supply Depot, Mechanicsburg, in March, 1945.

Captain McMahan recently received the Naval Reserve Medal.

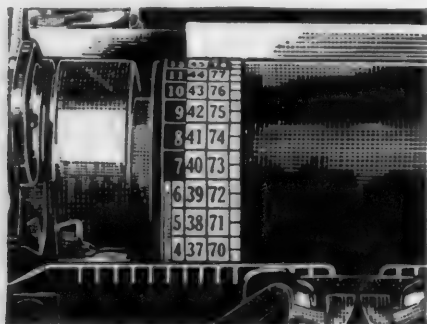
THE smallest good deed is better than the grandest good intention.—*Duguest*



ON THE LOOKOUT

A. A. BOWLE

- 44** Typulator is a new typewriter line indicator which, according to the maker, is easily attached to the typewriter platen. It indicates how many lines are left at the bottom of the paper, thus preventing typing too low on the page and the crowding of signatures on letters.



A special feature of the Typulator is its red warning band that automatically warns the typist of the approach of the bottom of the sheet. Included in a visualizer display package is a valuable eight-page illustrated instruction booklet describing new typing methods now possible with the Typulator. It is designed to sell at a dollar and is manufactured in various models to fit all widely used standard and portable typewriters.

- 45** The International Business Machines Corporation offers an interesting booklet "Typing to Speed Victory," which gives helpful pointers by the world's champion typist on how to improve one's typing. The position of the body and hands are shown. Correct typing technique is discussed, and a daily practice plan to develop speed is listed. Also, there is a test for speed and accuracy given and a page of practical punctuation for ready reference.

- 46** Burroughs Adding Machine Company offers a folder telling about the special features of its high-speed accounting machine. This machine assures neat, legible, and accurate records. Each account is balanced and proved daily, proof figures being automatically accumulated. Other automatic features include: carriage tabulation, carriage return, subtraction of credit amounts, and printing of the date. The short-cut keyboard speeds and simplifies posting of accounts.

- 47** Spring Binders, the round-back style, are now on the market again. They are durably constructed, black, levant-grained imitation leather over stiff boards. Complete with inner folder, stock sizes $\frac{1}{2}$ inch to 2 inches capacity and all sheet sizes, these binders are made by Majestic Loose Leaf, Inc.

- 48** Now that visual aids are coming into their own, we must be on the lookout for the necessary equipment. Fold-Pak is a new portable screen manufactured by Radiant Manufacturing Corporation. It is sturdily constructed and will stand rough handling and frequent setups. Its rustproof, collapsible, steel frame is supported on legs that will raise the screen as high as five feet above the ground. Available in four different sizes, it takes only a few minutes to assemble or dismantle, and fits into a compact, lightweight carrying case.

- 49** The Acme PHOTodex Album is a product of the Acme Visible Records, Inc., and is designed to hold 100 8-by-10 inch prints or 200 5-by-7 inch prints or any desired combination of both sizes. This excellent album preserves the prints or photographs of your school activities. It is beautifully bound in full genuine leather, tastefully decorated with real gold leaf stamping. Each photograph can be visibly indexed, with the indexing protected by the transparent edge of the pocket.

A. A. Bowle

March, 1946

The Business Education World

270 Madison Avenue, New York 16, N. Y.

Please send me, without obligation, further information about the products circled below:

44, 45, 46, 47, 48, 49

Name

Address

School News and Personal Items

DR. JOHN R. EMENS, of Detroit, who became president of Ball State Teachers College on August 1, 1945, knows the problems of teachers in the business education field. An honorary member of Pi Omega Pi, national honorary fraternity for business teachers, he has always had a keen interest in the work of business education. He was director of personnel for the Detroit public schools for four years prior to going to Ball State.



Dr. Emens is a graduate of Michigan Normal College and received his master's and doctor's degrees at the University of Michigan. He has had wide experience in public school education. He was at one time associate professor of secondary education at Wayne University, Detroit. Before that he was deputy state superintendent of public instruction in Michigan.

Dr. Emens holds many important offices in the field of education. Since last April he has been chairman of the Commission in Research and Service of the North Central Association of Colleges and Secondary Schools.

He has written and published many bulletins and articles, one of them on "Business Curricula for Cosmopolitan High Schools" for the National Commercial Teachers Federation. —M. E. Studebaker.

GEORGE H. FERNE, formerly State Director for Vocational Education in Michigan, has been selected by *Scholastic* magazines and the Executive Committee of the American Vocational Association to be managing editor of the *American Vocational Journal*.

DR. M. D. POTTER, who has been chief of the Textile Section of the Office of Price Administration, Region 2, for the past two years, has accepted an appointment to the faculty of State Teachers College, Cedar Falls, Iowa. His title will be associate professor, and he is to offer courses in business and distributive education and also to have charge of the training of all distributive education teachers in the state of Iowa. His state title will be Teacher Trainer in Distributive Education.

Dr. Potter was formerly instructor in merchandising, College of the City of New York, and assistant professor in retail distribution, Long Island University. His book, *Fiber to Fabric*, was published by the Gregg Publishing Company in 1945.

MAJOR EUGENE H. HUGHES, former assistant professor of business education, Ball State Teachers College, has been released from the Army and has been appointed Chief of the Educational Retraining Division, Reconditioning Service, Department of Medicine and Surgery, Veterans Administration.

All of his time will be devoted to the setting up and maintaining of a retraining program in all the hospitals operated by the Veterans Administration. Dr. Hughes' headquarters will be in Washington.

For the past year, Major Hughes has been Chief of the Civilian Training Branch, Office of the Commanding General, Headquarters, Second Air Force, Colorado Springs, Colorado.

DR. THOMAS H. CARROLL, of Cambridge, Massachusetts, is the new dean of the College of Business Administration, Syracuse University. Thirty-one years of age, Dr. Carroll is one of the youngest deans in the history of Syracuse.

Dr. Carroll was assistant dean of the Graduate School of Business Administration, Harvard University, from 1939 to 1942. He entered the Navy in 1942, and was released on December 1, 1945, with the rank of lieutenant commander. At the time of his release, he was serving as officer in charge of the Officer Candidate Section, Bureau of Naval Personnel, Washington, D. C.

CHRISTIAN WALTER EHNES has been made head of the Commercial Department at Brookline (Massachusetts) High School. He has been commercial teacher and an assistant housemaster of the school for the past eleven years, coming there from Burdett College, Boston, and Braintree (Massachusetts) High School. Mr. Ehnes, who holds a master's degree in education from Boston University, has been responsible for the extensive research work on the new "Personal-Use Typewriting" course offered by the department.

(Continued on page 395)

Olof Werling Melin—In Memoriam

August 3, 1861—January 15, 1940

HELGE KÖKERITZ

Doctor Kökeritz is professor of English in Yale University and a Fellow of Davenport College. Since coming to this country, he has taught at Harvard University, at the University of Iowa, and in the University of Minnesota.

As long ago as 1934, Dr. Kökeritz published a brochure on, "English Pronunciation as Described in Shorthand Systems of the Seventeenth and Eighteenth Centuries," and was later awarded a Guggenheim Fellowship to further his research work on Shakespeare's pronunciation.

While acting as assistant professor of English in Uppsala University, Doctor Kökeritz came to know Colonel Melin, and until the time he left Sweden, was very active as an author and editor of shorthand publications.

Doctor Kökeritz read papers at the International Shorthand Congress in Amsterdam and in London, and has learned Gregg Shorthand so well that he has been among the prize winners in the OGA contest.



*Dr. Gregg and Colonel Melin
At the International Shorthand Congress,
Amsterdam, 1934.*

SIX years ago the stenographic world lost one of its great leaders. On January 15, 1940, Colonel Olof Werling Melin, author of the most important Swedish shorthand system and eminent authority on the history of shorthand, passed away in Stockholm at the age of seventy-eight. His death, occurring at a time when international understanding and good will were at their lowest ebb, passed almost unheeded outside Scandinavia in the confusion and anxiety caused by the beginning of the world conflagration. When today we are planning to rebuild a brotherhood of nations on the ashes of past failures, we may well pause a few moments to remind ourselves of Melin's singular contribution not only to the theory and history of shorthand but also to the good fellowship among stenographers of many lands and systems.

To the young army officer Melin, who in the early eighties happened to learn the German system of Gabelsberger in its Swedish adaptation, shorthand must at first have meant little more than a fascinating hobby. But the hobby soon proved a useful tool during the years Melin attended the Staff College in Stockholm. His growing interest in shorthand led to a thorough study of other systems and to an attempt to simplify the Swedish adaptation of Gabelsberger. The logical next step was the construction of an original Swedish shorthand system based on extensive frequency calculations and revealing a sound eclectic attitude to the welter of principles and structural features characteristic of contemporary European shorthand. Though influenced by Gabelsberger's system, Melin Shorthand of 1892—or *Förenklad Snabbskrift* (Simplified Shorthand) as it was called—had one feature which was a revolutionary innovation: each vowel of the Swedish alphabet was given its own, unchangeable character without any symbolization through shading and position writing as had been the case in all other systems derived from Gabelsberger's. What four years earlier Gregg had achieved for English shorthand by the use of circles and hooks, Melin did for Swedish shorthand by his fixed vowel signs, consisting of upward and horizontal strokes.

Melin's system caught on rapidly in Sweden, and enjoys today a position corresponding to that of Gregg Shorthand in America. It has stood the severest of all tests by gaining for its writers the leading position among reporters in the Swedish parliament.

When Melin retired from active military duty after having in the meantime risen to the rank of colonel and commander of the Bohuslän

(Continued on page 391)

E. C. T. A.'s 49th Annual Convention

April 17-20, Hotel New Yorker, New York City



R. C. GOODFELLOW
President

RAYMOND C. GOODFELLOW, president of the Eastern Commercial Teachers Association, and his executive staff report all in readiness for the biggest convention yet during the week end before Easter. He writes, "The lights are on again in little old New York, and the program will be both stimulating and challenging."

Membership Chairman Frederick Brocklebank has set a goal of 3,000 members, and early in January his committee had already passed the 1,500 mark.

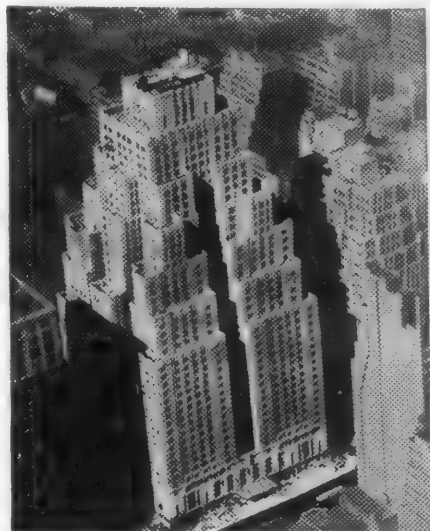
The \$2 membership fee should be mailed to Rufus Stickney, treasurer of the Association, Boston Clerical School, 220 Warren Street, Roxbury, Boston 19, Massachusetts.

The private schools section opens its meeting Thursday morning, April 18. The first general meeting is scheduled for Thursday afternoon. The banquet will be held Thursday evening. James E. Gheen, humorist and lecturer, will give the banquet address.

Section meetings will be held all day Friday, and the convention will close Saturday morning following a general meeting and the business meeting. Various organizations will hold breakfasts, luncheons, and dinners during the convention. A complete copy of the program has been mailed to each member of the Association.

The world-famous Hotel New Yorker, which

has been chosen as the headquarters for the convention, is most conveniently located as to transportation, and is in the heart of the shopping district made famous by Macy, Gimbel, Saks, and other well-known department stores. Those planning to attend the convention should make their reservations *immediately*.



HOTEL NEW YORKER

J. C. Brickner at Indiana U.

JOHN C. BRICKNER has accepted the position of field instructor in distributive education at Indiana University, Bloomington. Mr. Brickner (M.A. University of Michigan) has been in charge of teacher-training in the Business Education Department, Eastern State Michigan College, Kalamazoo, for the past two years. Before that time, he was supervisor of directed teaching on business education at the Paw Paw (Michigan) Training School.

Mr. Brickner has done additional graduate work at the University of Michigan and at Indiana University. He was recently installed a charter member of Theta Chapter, Delta Pi Epsilon, at Indiana University.

Mr. Brickner, as representative of Indiana University and the State Department of Public Instruction, will contact large school systems and business organizations throughout the state for the promotion of educational programs in distributive education.



HELEN MCCONNELL
Vice-President



FRANCES D. NORTH
Program Director

Soundex Index for Correspondence Files

N. MAE SAWYER

THE Soundex method of filing received its widest publicity when the United States Social Security Board adopted it for its largest and most important name file. Today this file includes over 60,000,000 names, any one of which can be found in less than a minute. Up to this time, this method of filing was used almost entirely for card files. Now it is standardized for correspondence files.

The use of Soundex has decided advantages wherever files include reports made from the spoken or the handwritten name, such as: accidents reported to public utilities, governments, and firms; reports and forms filled out by insurance representatives and investigators; applications for welfare aid; licenses of all kinds; applications for hospitalization; applications for employment.

There are certain letters that, when poorly written, are easily mistaken for other letters as: *a* for *o* or *u*, as in Kahn, Kohn, and Kuhn; *i* for *e* as in Bell and Bill, or Grieg, Greig, and Gregg; *u* for *ei*, as in Huntz and Heintz; *ee* for *u*, as in Reede and Rude; *b* for *k*, as in Bloch and Block. Double letters are mistaken for single letters as, Cannon and Canon. Consonants are confused as in Silver and Silber, Gardner and Gartner, Dixon and Dickson, and many more.

Omissions, additions, and transpositions occur; and since pronunciation is not affected when the name is spoken, such errors are not detected. Many times, when such related names are filed in alphabetic sequence, they are widely separated; while, when arranged according to the Soundex method, they are brought together, and searching for them is reduced to a minimum.

In the Soundex Correspondence Index, coding rules and indexing and filing procedure are exactly the same as in the Soundex Card Index. Papers are sorted alphabetically first, then coded and filed in the correct alphabetic section by code number. Individual folders behind any one guide are arranged alphabetically by first name of an individual or by second word of a firm name.

Papers inside individual folders are arranged according to date, latest date to the front of the folder. Papers within miscellaneous folders are arranged alphabetically by first name of an individual or by second word of a firm name. Two or more papers indexed under the same name are arranged according to date. Reference is by number under any alphabetic section.

The twenty-six alphabetic guides are fifth cut and in center position, with white inserts and clear transparent celluloid protectors. The first letter of the first unit of a name determines the alphabetic guide behind which it shall be filed. First units, second units, and so on, are determined by the same indexing and filing rules which govern alphabetic filing.

COMPARISON OF ALPHABETIC FILE SEQUENCE WITH SOUNDEX METHOD

IN AN ALPHABETIC FILE

Behind Guide Behind Name

Marrell, John	Marr	John
Meril, John	Mer	John
Merrill, John	Merr	John
Merrol, John	Merr	John
Mirel, John	Mi	John
Mirelle, John	Mi	John
Morel, John	Mor	John
Morral, John	Morr	John
Morrales, John	Morr	John
Morrall, John	Morr	John
Morreale, John	Morr	John
Morrell, John	Morr	John
Morrill, John	Morr	John
Mural, John	Mu	John
Murall, John	Mu	John
Murel, John	Mu	John
Muriel, John	Mu	John
Myerle, John	My	John

IN A SOUNDEX FILE

The eighteen names listed are filed in the *M* section, behind guide 640, and first name guide, *John*.

Eighteen spellings are brought together in one place in the file for convenient, positive search!

Key letter guides, known as *Consonant Code Guides*, have tabs in first position. In a correspondence file of any size, at least seven of these Consonant Code Guides, with notations as 000, 100, 200, 300, 400, 500, 600, will be filed behind most of the alpha-

betic guides. This index is not predetermined when used either for cards or for correspondence; that is, it does not come in specified divisions, as 25-division, 30-division, 40-division, and so on, as guides for an alphabetic file do. The Consonant Code Guides, the guides for First Name Initials or First Names, and the guides for Middle Name Initials or Middle Names, are inserted wherever needed.

Consonant Code Guides are denoted by the same Variadex color arrangement with the addition of clear and red. The color arrangement is as follows: 000 clear, 100 red, 200 orange, 300 yellow, 400 green, 500 blue, and 600 violet.

Guides to subdivide by first name initials or first names, and middle name initials or middle names, have tabs in second position. Tabs of miscellaneous folders, individual folders, and special classification guides are placed in same positions as in the Variadex Index.

N.B.E. Quarterly Announced

THE SPRING issue of the *National Business Education Quarterly* will feature articles written by businessmen and will center around the theme, "Business Teachers and Management Work Together." Among the contributors will be the chairman of the national education committee, National Office Management Association, personnel directors, directors of industrial relations, and store managers.

This issue of the *Quarterly*, the official publication of the Department of Business Education of the NEA, is expected to be mailed to members early in March. L. H. Diekroeger, Hadley Technical School, St. Louis, is editor.

Olof Werling Melin

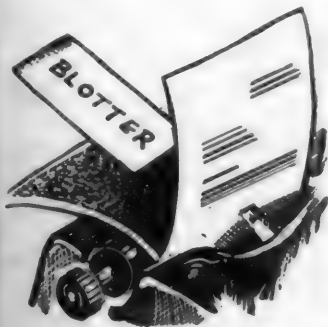
(Continued from page 388)

Regiment, he was finally able to devote himself wholeheartedly and uninterruptedly to the history of shorthand, which became the all-absorbing interest of his later years. He had long been a collector of shorthand textbooks, and while vacationing on the Continent he used to scour the libraries for unknown or forgotten stenographic treasures. The outcome of this devotion to shorthand research was *Stenografiens Historia* (The History of Shorthand), a magnificent work in two volumes which appeared in 1927 and 1929. On an unprecedented scale as regards scope and inclusiveness, it is a lasting monument to the author and an honor to his native country. Melin's modest hope that the publication of *Stenografiens Historia* might further the spreading of shorthand is bound to be fulfilled.

Shorthand systems are largely national, but the idea of shorthand is international. It is a bond that unites all stenographers irrespective of system and nationality. The realization of this fact has found expression in the International Shorthand Congresses that have been held at irregular intervals since 1887. Melin was present at most of these congresses, where his personality and unflinching tact, coupled with his impressive stenographic knowledge, soon made him one of the central figures. He never spared himself; he clearly considered it his mission to foster a spirit of understanding and good will among stenographers in various countries, and he saw his efforts crowned with success in 1934 at the opening in Amsterdam of the first truly international shorthand congress after World War I.

Olof Werling Melin was one of the outstanding shorthand authors of our times, a pioneer in shorthand research, and a great international leader. But he was also a warmhearted human being, whose memory will long be cherished by his many friends all over the world.

CORRECTING CARBON COPIES



When erasing an error where one or more carbon copies are being made, place a card or blotter directly behind the original sheet in the typewriter before using the eraser. The thickness of the card absorbs the rubbing of the eraser, thereby protecting the carbon copies from becoming smeared or soiled.

Continue by erasing the error on the carbon copies in the same manner: Place the card or blotter directly behind each sheet while it is being erased.

Always make corrections on carbon copies. They are as important as the originals, for they are a permanent record in your files of what has gone into other offices, and they are referred to often. While some minor changes may seem unnecessary, the habit of always correcting even the slightest error will prove well worth while.—Mary Ann Calkins.



Your Professional Reading

M. HERBERT FREEMAN, Editor

EVEN the most ardent supporter of social business education or basic business education will concede that a large segment of secondary business education is definitely vocational in nature. Occupational information is an important phase of vocational business education. The business teacher training for vocational skill who does not relate his work to occupational trends and job specifications is not likely to be doing a good piece of vocational training. Business teachers will, therefore, be very much interested in the first book devoted exclusively to the complete subject of occupational information. Prentice-Hall published in January, 1946, *Occupational Information*, by Carroll L. Shartle. The book sells for \$3.50. This authoritative book supplies business teachers with information on how to use the *Dictionary of Occupational Titles*, how to make a job analysis, how to obtain occupational information, how to classify jobs and occupations, how to make occupational surveys, how to construct and interpret charts, and how to prepare instructions. The business teacher who is interested in vocational guidance, co-operative office education, or work experience will find in this book valuable information on patterns of occupations, classifications, job analyses, handling handicapped workers, occupational families, interpreting military assignments in terms of civilian occupations, and making entries for fields of work.

The book has been prepared by an outstanding authority in the field. Dr. Shartle is professor of psychology at Ohio State University and was formerly chief of the Division of Occupational Analysis of the War Manpower Commission. The book is written in a very simple and interesting manner and contains many forms, charts, and diagrams used by the United States Employment Service and other Government, educational, and industrial agencies. The information in this volume was obtained from more than 20,000 establishments and from more than 100,000 workers, who co-operated with the author and his colleagues in developing occupational

information and in devising various methods for its preparation and use. While you may not wish to read this book from cover to cover, as you would a novel, you certainly should make sure that a copy of it is available in your school and that you use it frequently for reference purposes.

If you haven't read any of Stuart Chase's recent books dealing with economic phases of our American scene, you certainly ought to read *Tomorrow's Trade*. It is number five in a series of guidelines to America's future and is published by the Twentieth Century Fund for \$1. You undoubtedly know that the Twentieth Century Fund was founded by the late Edward A. Filene, owner of the Boston department store, as an endowed foundation for scientific research and public education on current economic questions. In this book, Mr. Chase examines our policy dealing with foreign trade. He drives home the very fundamental principles that, if a nation wants to sell, it must also buy—or play Santa Claus. International trade is a two-way street, and its elemental equation is: Stuff for stuff.

If you are frightened at the thought of reading a book dealing with foreign trade, you may rest assured that this 156-page volume is a simple and interesting tour through the rugged, difficult terrain of foreign commerce. Mr. Chase simplifies the whole subject by a "common-sense formula," which he states as follows:

The stuff we produce, as a nation,
Plus the stuff we import,
Less the stuff we export,
Is a measure of our standard of living.

As a business teacher, especially if you offer a course in economic geography, you ought to be familiar with the picture of foreign trade.

Fact-finding boards, ability-to-pay, cooling-off periods, strikes, lockouts, relative wage scales, collective bargaining—what do these terms mean to you? Are you well enough acquainted with them to explain their meaning and current im-

portance to your business students, who certainly should be familiar with the operations of the business and industrial world? You may bring your information on these topics up to date by reading a very fine book called *Trends in Collective Bargaining*, written by S. T. Williamson and Herbert Harris for the Twentieth Century Fund, and obtainable for \$2. This book is based on a survey of sixteen major industries, and it summarizes for the general reader the entire subject of collective bargaining and its importance in labor-management relations. It is based on a calm and scientific appraisal of facts rather than upon emotions. This book deals with such important topics as: the meaning of collective bargaining, bargaining agencies for the workers, employer bargaining agencies, union recognition, collective agreements, wages, hours of work, job security, union-management co-operation, and recommendations for improving the relations between labor and management. If you haven't done much reading in economics or social legislation or labor history within the past few years, you owe it to yourself to extend your current professional literature to these vital phases of business and economic education.

Rapid Reviews

Doctoral Dissertations Accepted by American Universities.

The deleterious effect of the war on graduate research is made evident by the examination of figures representing the annual totals of doctoral dissertations accepted by American universities since 1941. These figures are brought out in the book cited, which is No. 2, 1944-1945 issue, published by H. W. Wilson Company in 1945, for \$1.25. The total number of doctoral dissertations reached the all-time high of 3,526 in 1941. Since then, yearly totals have declined steadily, the figure for 1945 is 1,576. Eighty-seven institutions recorded doctoral dissertations accepted during the past academic year. Graduate students will find this reference volume of considerable assistance in searching for ideas to be used as possible subjects of doctoral investigations.

What is Vocational Education?

A book of 159 pages answering the specific question asked in its title. The author is George H. Fern, director, Michigan State Board of Control for Vocational Education. It is published by the American Technical Society, for \$2.50. It includes a definition of vocational education, with a statement of its philosophy, and emphasizes the importance of guidance in the administration of a sound program. It also contains

specific chapters on agriculture, business education, homemaking, teachers and teacher education, teaching devices, and future trends in the field.

Commercial Supplementary Teaching Materials.

A discussion of aids to teaching as furnished by business institutions, published by the Consumer Education Study of the National Association of Secondary-School Principals. It goes into a thorough analysis and critical evaluation of the various materials supplied by business firms and widely used by many teachers of home economics, shop, business, and the sciences. It gives a list of the various materials furnished by commercial concerns and tells the specific titles of books, charts, graphs, and pictures that are supplied for use in various courses. This pamphlet investigates the reasons why business firms spend money in supplying teaching materials for distribution to schools. It also analyzes carefully the reasons why teachers should and should not use some of the materials supplied. As an aid to commercial firms that may wish to prepare and distribute such materials, the Consumer Study has set up a list of criteria for good practice in the preparation and distribution of supplementary teaching materials.

More About Using Part IV, Dictionary of Occupational Titles.

A previous report on an article dealing with the use of the *Dictionary of Occupational Titles* brought forth so many inquiries from business teachers, that we feel many of you will be interested in reading an additional article on this subject published in the January, 1946, issue of *Occupations*. This article was prepared by a soldier who is using this source of valuable reference in his work of guiding veterans in the Army. He explains so specifically and explicitly how the teacher can make use of Part IV of the *Dictionary* that every teacher interested in guidance work will certainly wish to read the article and then examine the section.

Ohio Business Teacher, December, 1945, Issue.

An increasing number of business teachers are becoming interested in the problem of co-operation between business and education. The *Ohio Business Teacher*, on pages 5 through 12, has three excellent articles dealing with this subject. One is called "Occupational Education" and was prepared by H. M. Benson, formerly a business educator at Miami University and now connected with the General Motors Institute at Flint, Michigan. Mr. Benson explains the ideas dealing with business education co-operation which were developed in the Miami Workshops held dur-

ing 1945. Another article on this subject is called "How Employers Rate Their Employees." This article is by Louis Keck, who is office manager for a large biscuit company in Cincinnati. He discusses the importance of etiquette and proper behavior in the office, the ability to assume responsibilities and take the initiative, as well as understanding the fundamental business machines, in his appraisal of employees. The third article in this series is an interesting discussion on "How Employees Rate Their Employers." It was written by Ruth E. Brewster, also connected with an industrial firm in Cincinnati. You will find it amusing to discover what some secretaries think of their employers and how they think employers should behave toward their secretaries. The executive is usually so busy appraising his employees that he assumes that he is above criticism.

Training Program for a Small Business.

School Life, January, 1946, on pages 5 through 8, carries a report of the meeting of the Federal Advisory Board for Vocational Education in which the problem of organizing courses for prospective small-business men is discussed. The minutes of this meeting are given in considerable detail, in order that the business teacher may see what attempt is being made to develop ma-

terials for the training of veterans in the selection and organization of small businesses.

Improved Methods of Teaching the Business Subjects.

Dr. Ray G. Price is editor of this monograph, published by the Business Education Institute, Teachers College, University of Cincinnati, in cooperation with the South-Western Publishing Company. The 96 pages of this publication are chock-full of valuable research reports on shorthand, typewriting, office practice, and the basic business subjects. Ann Brewington, of the University of Chicago, contributed four papers on shorthand research, methods and classroom techniques in teaching shorthand, testing and grading in typewriting, and the teaching of office practice. Godfrey Dewey has two papers on the development of shorthand systems. Paul Muse, of Bowling Green State University, Ohio; Gladys Bahr, of Withrow High School, Cincinnati; and Dr. H. G. Shields, of the University of Chicago, treat the planning and organization of basic business education courses. Dr. Price, the editor, also contributed a section on the need for consumer education. The classroom teacher of business subjects will find a great deal of specific teaching materials and suggestions in this excellent Monograph No. 63.

Our Contributors

- Ethel Jane Bandle, commercial teacher at Ipava (Illinois) Community High School, has contributed the helpful article, "Revising the First-Year Typing Course," on page 370. Miss Bandle, a graduate of Western Illinois State Teachers College, Macomb, is particularly active in the vocational guidance program she has organized and directed during the past year.

- Anthony A. Pupillo, who is principal of Plainville (Connecticut) High School, offers a stimulating challenge to business educators in his "Stop Apologizing!" on page 352. He was, until January of this year, principal of the Stonington (Connecticut) High School, and is writing his thesis for his master's degree from the University of Connecticut. Mr. Pupillo is also interested in writing, athletics, dramatics, and education.

- Mrs. Madeline S. Strony, whose interesting survey on "Dictation at 120 Up" appears on page 349 of this issue, is director of public relations for the Packard School, New York City.

Mrs. Strony, a graduate of New York University and member of Delta Pi Epsilon, was formerly principal of the Newark (New Jersey) branch of the Washington School for Secretaries.

- Dr. Marsden A. Sherman writes, on page 373, of the pertinent conclusions drawn from his analysis of state clerical and stenographic positions in the Commonwealth of Virginia. He is on leave from his regular position as head of the Department of Business and Secretarial Science at the College of William and Mary and is head of the Department of Secretarial Studies in the Army's University at Biarritz, France. Dr. Sherman received his doctorate from Columbia and has taught at Salinas (California) Junior College; Staples High School, Westport, Connecticut; and last summer at New Mexico Highlands University, Las Vegas.

- Harry D. Smith, commercial teacher and Commercial Club adviser at Central High School, Paterson, New Jersey, for the past twenty years, writes another interesting article for the B.E.W.

on "Democracy in High School," page 379. Mr. Smith, who has his master's degree from New York University, has completed the scholastic requirements for his doctorate at that university. He has served as officer and active member of numerous education associations.

• N. Mae Sawyer is director of the American Institute of Filing, New York City, and well qualified to write on the subject of Soundex filing, as she does on page 390. She is a graduate of the Massachusetts College of Commerce, Boston, and a member of a number of business education associations. Miss Sawyer has written many articles for publications in this field, and conducts a question and answer service for teachers of indexing and filing each month.

School News and Personal Items

(Continued from page 387)

DR. WILLIAM C. COPE, president of Drake Business Colleges, has been elected to the board of directors of Lincoln National Bank, Newark, New Jersey. Dr. Cope has been identified with the Drake Colleges since 1912, and has been president since 1925. He was awarded the doctor of commercial science degree by Milton University, Baltimore, Maryland. Dr. Cope is a past president of the Newark Rotary Club and a past governor of the New Jersey District of Rotary International.

SAMUEL B. TRAISMAN, 46, managing director of the Milwaukee Business Institute, died on December 24, following a heart attack. Mr. Traisman's career was a success story in his field. He attended night school in Chicago and worked to support his younger brothers and sisters. He helped to establish the Milwaukee Business Institute, which grew from 50 pupils in its first year, 1938, to an enrollment of 500.

A stenographer at 19, Mr. Traisman was employed at the La Salle Extension University in Chicago. He later became its western division manager, and then became associated with the Stenotype Company. He and his associate for the last 27 years, Leif Huseby, founded the Milwaukee Business Institute in the Plankinton Hotel, and in 1941 moved to their own building.

Mr. Traisman was a member of the Milwaukee Association of Commerce, War Finance Committee, Rotary Club, Tripoli Shrine, Elks, Eagles, and Athletic Club.

He is survived by his wife, Mrs. Selma Traisman; his parents, Mr. and Mrs. Frank Traisman, all of Milwaukee; and three sisters and two brothers, all of Chicago.

Inter-American Calendar March

- March 1—Day of Heroes—National Defense Day in Paraguay.
- 1, 1903—Jose Battle y Ordonez, Uruguay's great president, took office for his first term.
 - 3, 1847—Birthday of Alexander Graham Bell, inventor of the telephone.
 - 4, 1789—First Congress of the United States meets in New York and George Washington is elected first President of the United States.
 - 4, 1933—Enunciation of the Good Neighbor Policy by President Roosevelt.
 - 6, 1836—Famous Siege of the Alamo at San Antonio, Texas.
 - 9, 1862—Battle of the *Monitor* and the *Merrimac*, forerunners of the modern armored warship, in Hampton Roads, Virginia.
 - 11, 1941—President Franklin D. Roosevelt signed the Lend-Lease Act.
 - 12, 1912—Girl Scouts of America founded in Savannah, Georgia.
 - 13, 1904—Dedication of the famous statue, "Christ of the Andes," erected by Chile and Argentina.
 - 14, 1794—Eli Whitney patented his famous invention, the cotton gin.
 - 17—St. Patrick's Day, widely observed folk holiday.
 - 18, 1452—Birthday of Amerigo Vesputci after whom the American hemisphere is named.
 - 21—Vernal equinox, when spring begins north of the equator and autumn south of it.
 - 21, 1847—Guatemala adopted as her official title—the Republic of Guatemala.
 - 22, 1850—First direct steamship line established between Brazil and Europe.
 - 24, 1941—First hemisphere conference of Inter-American Bar Association opened in Havana, Cuba.
 - 29, 1867—Act of Confederation adopted in Canada gave that nation dominion status.
 - 29, 1890—Recommendation approved to establish an International Bureau of the American Republics—today the Pan American Union.
 - 30, 1867—The United States purchased Alaska from Russia.

A Brief History of the U. S. Office of Education

THE United States Office of Education, as the educational agency of the Federal Government, is charged with the responsibility of exercising leadership in developing and promoting a comprehensive plan of co-operation with the states for the promotion of every area of vocational education, including all phases of business education.

It is interesting to note that the Federal Office had been in existence fifty years before it recognized the field of business education by creating the position of Specialist in Commercial Education. On June 20, 1917, this position was first filled by the appointment of Glen L. Swiggert, who resigned on March 17, 1925. Mr. Swiggert was succeeded by John O. Malott, who served as Senior Specialist in Commercial Education from February 1, 1926, until his resignation on August 14, 1933.

The position was then abolished.

During this time, 1917 to 1933, the Federal Board for Vocational Education was responsible for leadership in the vocational phases of business education. It first recognized the field of business education by naming as its Special Agent for Commercial Education, Dr. Cheesman A. Herrick, who was appointed for a period of six

months beginning December 11, 1917, to serve on a part-time basis. On March 14, 1918, the Board appointed Frederick G. Nichols as full-time Assistant Director for Commercial Education. Mr. Nichols resigned on February 1, 1921. Earl W. Barnhart succeeded Mr. Nichols in 1921, with the title of Chief of the Commercial Education Service. Another pioneer member of the Board's Commercial Education Service was Isabel Bacon, who from August 16, 1919, to August 31, 1929, was Special Agent for Retail Selling.

Mr. Barnhart resigned on March 31, 1938; and later, B. Frank Kyker, who, since February 1, 1938, had served as Research Agent for Business Education, was appointed as Mr. Barnhart's successor.

Other business education specialists who have recently served on the Federal staff include: Dr. Elvin S. Eyster, Research Agent in 1941; Dr. Earl P. Strong, who succeeded Dr. Eyster; Clyde W. Humphrey, present Research Agent for Business Education; Dr. Kenneth B. Haas, John B. Pope, G. Henry Richert, and Dr. Walter F. Shaw, the present regional agents for distributive education; and a number of temporary appointees who have served for brief periods of time as special representatives.

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Shorthand Practice Material

Each month the B. E. W. gives in this department some 7,500 words of selected material counted in units of 20 standard words for dictation. This material will be found in shorthand in the same issue of THE GREGG WRITER.

No Matter What Happens—

They're Safer Than Money

THERE are a number of places where you can put your money. And sometimes if you're lucky, you stand a very good chance of getting it back.

Of course, that's not always the case. Digging a hole under the oak tree in the back yard⁴⁰ and burying your life's savings in it might sound like a pretty smart idea—only you've no guarantee that²⁰ someone won't dig them up again, as soon as your back is turned. And that leaves you with the oak tree and the hole—and nothing³⁰ more.

The chipped china pitcher on the back shelf of the pantry is another fool-proof hiding place. Your money¹⁰⁰ is safe there—well, that is, until the house burns down and in your excitement you rescue the wrong pitcher. And when that²⁰ happens you're left with a nice bit of crockery—and that's all.

There's a lot to be said, too, for money-belts and¹⁰⁰ mattresses, and secret compartments built into Grandpa's old desk. But when you stop to examine each one of these closely,¹⁰⁰ it won't take you long to discover the flaws. And that's when you make another discovery—that the bonds you've¹⁰⁰ been buying during the war, and which you're going to continue to buy on the payroll savings plan, have got the²⁰⁰ all-around safety record beaten four ways from Sunday.

To begin with, bonds are fire-proof. Oh, sure—anybody²⁰ knows that if you light a match to them they'll burn just as fast as any other bits of paper. But even if a¹⁰⁰ bond is entirely consumed by fire, so that only ashes remain, the bond itself is not destroyed. You see, all²⁰⁰ bonds, no matter where they may be purchased, are registered by serial number, name and address of owner,²⁰⁰ co-owner, or beneficiary. There is a separate agency of the Treasury Department, the²⁰⁰ Division of Savings Bonds in Chicago, where all records of bond ownership are maintained, thus guaranteeing the²⁰⁰ permanence of your bonds.

In the second place, the bonds are theft-proof. If your house is burglarized tonight, don't fret about¹⁰⁰ it. Of course, Aunt Minnie's silver spoons may be gone forever—and all that loose cash you tucked away in the bureau²⁰⁰ drawer. But the bonds you've been buying and saving—those are still yours, as soon as you can make known your loss, establish²⁰⁰ your identity, and prove your ownership.

Finally, there isn't a single case on record of someone's²⁰⁰ losing a bond so that it stayed lost. In the course of their daily lives most people lose

or mislay about everything²⁰⁰ they possess—money, valuable papers, jewelry, clothes, even their children. But nobody could¹⁰⁰ possibly lose a bond—no matter how hard he tried!

The Treasury Department safeguards your bonds for you. Here are three²⁰⁰ simple things that you can do to help simplify and expedite their operation.

1. You can keep a separate²⁰⁰ record of all bonds you own, listing serial number and name of co-owner or beneficiary.¹⁰⁰

2. You can list the purchase date of all bonds you own.

3. You can keep this vital information in a safe place,²⁰⁰ apart from your bonds.

Yes, there's no doubt whatever. The bonds you're continuing to buy are safer than money. And¹⁰⁰ there's one more point about bonds it'll pay you never to forget. Eighteen dollars and seventy-five cents tucked into²⁰⁰ a corner of the mattress will just make a considerable lump—and that's all. But eighteen dollars and²⁰⁰ seventy-five cents tucked into a bond means twenty-five dollars when the bond matures—or six dollars and twenty-five²⁰⁰ cents extra! (602)

Gardening Again?

From "Better Homes & Gardens"

IF you are planning to garden again this year use the richest, sunniest, best-drained patch of ground you have. Remember²⁰ that vegetables won't grow in shade and you'll waste time trying. Don't consider a lot that normally gets less⁴⁰ than five hours full sun a day.

Competition with roots of woody plants is too much for your vegetables. For any⁶⁰ sizable venture, don't plant within twenty-five feet of a large tree, within five feet of a tall hedge.

Do You⁸⁰ Need Water?—Vegetables don't like excessive water. If your proposed plot has low pockets in it that hold a²⁰⁰ puddle of water after a rain, pass it up or drain it.

A site with city water or an inexhaustible²⁰⁰ spring or stream makes gardening de luxe—helps young plants, insures against spring droughts, extends the season for spring varieties.¹⁰ But except in areas where everything must be irrigated, millions of home gardens are²⁰⁰ successfully grown with the water Nature supplies plus, perhaps, some hand watering in emergencies and always¹⁰ in transplanting. Get your garden in as early as it's safe, to take advantage of spring rains in getting plants started.²⁰⁰

Is Your Soil Suitable?—Vegetables like a variety of soils, but for the most part, loamy soils are²²¹ most satisfactory. Such crops as tomatoes, peas, and beans more readily adapt themselves to heavy clay soils²⁴⁰ than will root or vine crops. For root crops like carrots and potatoes, you must find another plot or loosen tight soil²⁶⁰ by incorporating sand and humus.

If you don't know your soil, dig a foot-wide, foot-deep hole every ten to²⁸⁰ fifteen feet and examine the edges of these holes. On top in the grass and weed roots the soil will shade from black to³⁰⁰ brown in a layer about one-half inch thick. If the next layer is black or chocolate brown but somewhat lighter³²⁰ than the top layer, this soil is desirable; the dark color indicates presence of organic matter. But³⁴⁰ a second layer that's yellow or blue and extremely hard indicates this layer is poor subsoil. If your topsoil³⁶⁰ layer is four to eight inches or more thick before it tapers into the tight subsoil, it's good for vegetables.³⁸⁰ If not, hunt another plot. (386)

To Be Happy—Spread Happiness

IF you judged him by the amount of money he has accumulated, he would be classed as a "failure," yet he²⁰ is one of the most "successful" men I ever knew. For he is happy.

His lack of worldly goods has nothing to⁴⁰ do with his happiness. If he had more, undoubtedly he would be happier, for then he would be able to⁶⁰ do more things for more people. He is a living example of the truth, "It is more blessed to give than receive."⁸⁰ He seems to revel in doing little unexpected kindnesses which give pleasure to others and if you¹⁰⁰ were to tell him what a nice fellow he is, you'd embarrass him to death.

Most of us go through life thinking, "if I¹²⁰ only had this or that I'd be happy." But there is evidence all about us that happiness does not come from¹⁴⁰ possessing anything. In fact, the harder one seeks happiness, the greater is the probability that it¹⁶⁰ won't be obtained. The man I describe doesn't seek happiness. It is just a state of mind that comes to him as he¹⁸⁰ lives.

With the world the way it is right now, it does us all good just to know that there are people like him. Everyone²⁰⁰ can't be like that. Nevertheless, it is reassuring to stop and think that there are more well-meaning folks than²²⁰ the other kind on this old earth of ours. The man I write about never sees anyone who isn't "nice," for he²⁴⁰ never looks for anything but good in his fellowman. We are most apt to find what we look for. (257)

Giannini—The Banker Who Knew His Onions

TAMARA ANDREEVA
in "Adventures in Business"

WHEN the president of America's largest bank makes loans without security, refuses to retire to²⁰ an ivory tower of buzzers and secretaries, places the business and confidence of the "little fellow"⁴⁰ on the same level with those of big moneyed interests, and makes his voice heard in the nation's politics, that's⁶⁰ news!

And this is exactly the kind of news Amadeo Peter Giannini, America's most popular⁸⁰ banker, has been making for the last 41 years.

Thrice "A. P." had tried to retire, but something always came¹⁰⁰ up to put him back in harness. Inactivity, asserts "A. P.," who has a booming voice, leonine mane, and¹²⁰ weighs 250 pounds, would kill 'im dead.

Yes, he's had his chances to become idle. At the age of 31¹⁴⁰ he had made enough money in the vegetable commission business to live comfortably for the rest¹⁶⁰ of his life.

But with the death of his father-in-law, Joseph Cuneo, he inherited the directorship¹⁸⁰ of the Columbus Savings and Loan Society, and with that was back in business as a banker.

Early in²⁰⁰ 1945 Giannini retired again, as chairman of the Board of the Bank of America²²⁰ National Trust and Savings Association. He wanted to travel. But the directors and his 10,000²⁴⁰ employees refused to let him sever ties completely and made him Founder-Chairman so he could preside over²⁶⁰ their meetings whenever he so desired.

A few months ago Giannini took advantage of this offer²⁸⁰ to preside over the most historic meeting of his bank's board. At that meeting Francis Shaw Baer, senior vice-chairman,³⁰⁰ started announcing important figures. A. P. leaped to his feet, smote the conference table with his huge fist,³²⁰ and roared: "For Pete's sake, Franny, give 'em the big news!"

Franny did:

At long last, A. P.'s lifetime ambition had been³⁴⁰ realized. His beloved bank was now the largest in America!

In 1943, the Bank of³⁶⁰ America displaced New York's Guaranty Trust Company as the country's third largest bank. The next year it³⁸⁰ overtook Wall Street's National City Bank for second position. But Giannini swore he would not rest until⁴⁰⁰ his bank was on top of the financial pile.

By 1945 his only rival was the Chase⁴²⁰ National Bank in Manhattan. On September 29, 1945, much to A. P.'s delight, his⁴⁴⁰ bank's deposits and resources, published in the third quarter, topped those of Chase! The Bank of America jockeyed⁴⁶⁰ into first place with the total deposits of \$4,750,000,000, and total⁴⁸⁰ resources of \$5,037,500,000.

With the supremacy of his⁵⁰⁰ bank assured, A. P. Giannini, now 75, flew to Europe with his young executive vice-president,⁵²⁰ Russell G. Smith.

The fact that his plane had engine trouble over the Atlantic did not faze Giannini⁵⁴⁰ a bit. He merely returned to La Guardia field and waited until he could board another plane. Despite his⁵⁶⁰ years, he covered devastated Europe thoroughly, looking for postwar loan prospects.

ORPHANED at 7, young⁵⁸⁰ Amadeo Giannini went to work for his step-father, Lorenzo Scatena, a commission vegetable⁶⁰⁰ merchant. On the nights when Scatena's cart stood in the yard ready for the midnight visits to wholesale markets,⁶²⁰ the boy would sneak out of bed, tiptoe downstairs, and make the trip without his mother's knowledge.

When Amadeo was⁶⁴⁰ 15, "Pop" Scatena promised him a new gold watch if he brought in more business. Young Giannini wrote fiery⁶⁶⁰ letters of solicitation to growers all over California. Business poured in, and Giannini⁶⁸⁰ got his watch. But he wasn't satisfied. A year later he made buying trips on his own, competing with grown⁷⁰⁰ men. In three years more he had a half interest in Scatena's business.

In 1892 he married⁷²⁰ Clorinda Agnes Cuneo,

a San Francisco debutante. Nine years later, he startled the Western business⁷⁴⁰ world by announcing his retirement—at the age of 31. His real estate investments were bringing⁷⁰⁰ him a \$250-a-month income. The employees of Scatena's firm, to whom he sold his half⁷⁵⁰ of the business, were paying him interest from their profits. But it was not fated for Giannini to retire.⁸⁰⁰ When Clorinda's father died, Giannini took over his directorship in a savings society.⁸²⁰ Immediately, he crusaded for revolutionary changes. The firm catered to Italian business⁸⁴⁰ alone. Giannini insisted it should solicit other business—preferably from small firms. The majority⁸⁶⁰ of the directors were hostile to A. P.'s ideas.

In 1904, with a total capital⁸⁸⁰ investment of \$150,000, Giannini opened his own Bank of Italy in⁹⁰⁰ a vacated saloon.

Due to Giannini's personality and dynamic salesmanship, the bank prospered.⁹²⁰ Then, in the San Francisco earthquake and fire, his handsome new bank building was destroyed—but not before he and his⁹⁴⁰ courageous employees salvaged all the money, books, and valuables from the flaming rubble.

Taking one of⁹⁶⁰ "Pop" Scatena's vegetable carts, Giannini personally transported the hoard to his home in San⁹⁸⁰ Mateo. There he hid the currency and papers under the quilts of his wife's bed, and more bulky valuables¹⁰⁰⁰ under some loose bricks in the living room fireplace.

With the ruins of San Francisco still smoking, Giannini¹⁰²⁰ opened a temporary bank in a shed on the North Beach waterfront. His depositors were told that their cash¹⁰⁴⁰ was available if they needed it. Loans were made to all who wanted to rebuild their homes or restore their business,¹⁰⁶⁰ on their signature alone.

Significantly enough, every loan made in the confusion of the earthquake¹⁰⁸⁰ days was faithfully amortized by the borrowers.

Until the imposing new Bank of America¹¹⁰⁰ headquarters building was erected, Giannini operated from the home of his brother, Dr. A. H.¹¹²⁰ Giannini, and later from a small neighborhood real estate office. Then, saying he had a presentiment¹¹⁴⁰ of another disaster, he left on a "feeling out" trip to the East.

IN 1907 came the¹¹⁶⁰ financial panic. The soundest of business houses failed right and left. Banks could not pay depositors in gold, and had¹¹⁸⁰ to resort to issuing scrip. Everyone was unprepared for the crash except Giannini who, sensing¹²⁰⁰ the approaching crisis had stocked up on gold.

This gold enabled him to keep his own bank on an even keel and¹²²⁰ to lend enough to other San Francisco banks to pull them back on their feet.

From the 1907¹²⁴⁰ experience, Giannini saw the wisdom of "branch banking," and by 1913 had opened several¹²⁶⁰ branches in Southern California. Today the Bank of America has 491 branches¹²⁸⁰ covering the entire state, 45 military branch offices, and wherever necessary, sets¹³⁰⁰ up emergency branches on industrial projects and military reservations.

Six years after starting¹³²⁰ branch expansion in California, A. P. formed the huge Transamerica Corporation which has its¹³⁴⁰ finger in every Western financial pie—from banking and insurance to heavy industry. Through lending¹³⁶⁰ money for quick construction of war plants and innumerable machine shops, it was largely responsible for¹³⁸⁰ the rapid delivery of war material.

In 1930 Giannini made another¹⁴⁰⁰ attempt to retire and left for Europe on what he planned to

be a prolonged tour. In his absence, however, trouble¹⁴²⁰ developed between his organization and Eastern financial interests. A. P. hurried back to join¹⁴⁴⁰ in the fight, which he won. Once more he scrapped all thought of retiring.

Regardless of what Wall Street might think of his methods,¹⁴⁶⁰ Giannini intends to keep operating by the credo that put him on top: helping the underdog.¹⁴⁸⁰ The small depositors, he insists, are the backbone of his bank, and they helped him to bring about victory in¹⁵⁰⁰ the 1930 financial conflict.

It was Giannini who conceived the idea of giving¹⁵²⁰ liberal loans to employed people. He started the famous Tenplan, a personal checking account without any¹⁵⁴⁰ minimum balance. Then came the Timeplan, a plan for repaying large loans on an installment basis.

The Bank¹⁵⁶⁰ of America also favors hospital and other emergency loans, and loans for consolidating¹⁵⁸⁰ old debts. It is not unusual for Giannini to lend money on a man's idea alone, provided¹⁶⁰⁰ the idea is sound.

IN CONTRAST with his revolutionary ideas and his love of taking chances,¹⁶²⁰ A. P. Giannini is a man of deep modesty and simple tastes. Easy to approach, he projects¹⁶⁴⁰ friendliness into his own organization. He knows nearly every one of his major employees by name,¹⁶⁶⁰ and is acquainted with several employee families.

He refuses a secretary, clips his own¹⁶⁸⁰ newspapers, answers his own phone, and will not use his sumptuous private office which, he says, makes him feel imprisoned.¹⁷⁰⁰ He prefers to sit out in the open in the general office on the eleventh floor and merge with the¹⁷²⁰ activity and noise.

Perhaps remembering his earlier days, he seems especially to favor farmers. It¹⁷⁴⁰ was his idea to give \$40 loans to country boys and girls without security, so they could breed¹⁷⁶⁰ their own pedigreed stock. All these loans were repaid in full, and as the young borrowers went on to bigger success,¹⁷⁸⁰ they continued to deal with his bank.

It was A. P. again who insisted on buying small rural community¹⁸⁰⁰ school bonds no one else wanted to back.

In 1929 when the huge Transamerica Corporation¹⁸²⁰ gave him a \$1,500,000 bonus, A. P. gave it to the University¹⁸⁴⁰ of California for the Giannini Agricultural Foundation. Some say that he did it because¹⁸⁶⁰ Transamerica has many valuable land holdings in California. Even if that be true, the¹⁸⁸⁰ gesture was sound banking logic.

By the same token Giannini bought up the difference in bonds that was holding¹⁹⁰⁰ up the huge Golden Gate project. This enabled the project to get under way.

He still lives simply, in the¹⁹²⁰ same old home in San Mateo into which he moved with his bride Clorinda over 53 years ago. He¹⁹⁴⁰ has three children. His son, Lawrence Mario, is president of his huge banking empire.

A. P. has never¹⁹⁶⁰ accepted a salary larger than \$50,000 a year. His present annual salary, after¹⁹⁸⁰ the state deducts two cents for old age, is exactly 98 cents! (1992)

Graded Letters

For Use with Chapter Seven of the Manual

A. E. KLEIN

Dear Mr. Warner:

It may surprise you to learn that my brother and I intend to sell our large chicken farm. During²⁰ the

War my brother Robert enlisted in the Maritime Service; with a little aid from my father, I^o tended and maintained the farm by myself.

About two months ago I received a letter from Robert notifying^{oo} me that he had no intention of returning to the farm. He intimated that the smart thing for me to^{oo} do would be to sell it. The sea bug has bitten him—he says that he has finally found true freedom and happiness.^{oo} I am sure any attempt to reason with him would merely serve to show lack of wisdom on my part.

The farm^{oo} is certainly too large for one man to maintain properly by himself. While my father has been wonderfully^{oo} helpful, it is unfair to continue to turn to a man of his age for aid. I have spared no effort in searching^{oo} for aid, but I have not been successful in obtaining it. I have, therefore, decided to discontinue^{oo} running the farm and to sell it as quickly as possible. I cannot deny that I am very sorry to^{oo} have to make this decision.

As the chairman of the Poultry Farmers Board, I thought that you might know someone who wants^{oo} to purchase a good chicken farm—a farm that is guaranteed to be a source of income that will be very much^{oo} worth his while. It must be realized, though, that it takes at least two people to manage the farm properly.

I shall^{oo} be forever grateful to you if you can notify me of anyone desiring the farm.

Cordially, (279)

Dear Mr. Temple:

Our western representative, Albert Burns, informs us that it is your intention to open^{oo} another large modern furniture mart in Pasadena. We are sure that this new branch also will be^{oo} noteworthy for the same courteous, dignified service given by your other marts on the western seaboard.

It has^{oo} always been a pleasure to do business with the Continental Furniture Company, and we hope that we shall^{oo} have the opportunity of serving your new furniture venture.

Cordially, (94)

Graded Letters

A. E. KLEIN

For Use with Chapter Eight of the Manual

Dear Mr. Diamond:

We are sorry to learn that you are having constant difficulty in adjusting the^{oo} glasses that you purchased from us a week or two ago. You state that after testing them for two or three days you^{oo} find them worthless. From past experience with wearers of contact lenses we recommend that you persist in using^{oo} them three or four days longer.

May we remind you that at the time you were considering whether it was^{oo} advisable to purchase contacts, we warned you that even though you invested in the finest and best lenses on^{oo} the market, it would take time to become adept at adjusting them.

It may be that your contact lenses are not^{oo} an exact fit. Minor defects occur now and then, but such defects, if they exist, can be corrected in a^{oo} day or two. Judging from the contents of your letter, we are of the opinion that your difficulties will^{oo} disappear once you get used to adjusting the glasses.

If, after three or four days more, you are still having difficulty,^{oo} come in to see us again.

Yours very truly, (190)

Dear Mr. Justice:

Will you please let us know if you would be in the market for some diamonds that are about^{oo} the largest and finest to be placed on the market anywhere in the world today. As one of our oldest and^{oo} best friends, we thought it only just to let you know in advance of this latest shipment, so that you may have an^{oo} opportunity to choose the best.

Because of the tremendous demand for these diamonds and the fact that the supply^{oo} will not last long when word of their receipt is made public, we honestly advise you to be prudent and order^{oo} now.

Very truly yours, (105)

Dear Mr. Pound:

In answer to your request for 50 chemistry kits, we regret to say that we are not in^{oo} a position to deliver them at this time. Because of the fact that many of the compounds we required were^{oo} needed for the war effort, we had to stop making these chemistry kits. As it is only during the last month^{oo} that the products needed to prepare the compounds have again appeared on the market, we are not able to say^{oo} definitely when we shall be in a position to ship the kits you requested yesterday. We are of the^{oo} opinion, though, that you ought to have them in two or three weeks.

Cordially yours, (114)

Graded Letters

A. E. KLEIN

For Use with Chapter Nine of the Manual

Dear Mr. Packard:

Your memorandum concerning shipment of the B-Grade Cover paper arrived yesterday.^{oo} Your contention that the delivery charges appear relatively high is absolutely correct. You may^{oo} remember, however, that your initial order specified that this material be sent by express, and^{oo} that is the way it has been shipped, although my recommendation would have been to send it by freight.

Of the three most^{oo} popular methods of shipping—freight, mail, and express—we should recommend freight, except on shipments that must reach^{oo} destination within five days.

As the weight of the shipments you contemplate ordering will ordinarily be^{oo} about 100 pounds, I have used that amount as the basis of my calculation. One hundred pounds shipped by^{oo} mail would cost \$11.41; 100 pounds shipped by express, \$13.91;^{oo} and 100 pounds shipped by freight, \$6.29. It is obvious that in shipping the material^{oo} by freight, there would be a financial saving of approximately five dollars on every 100^{oo} pounds.

However, there is this to be considered. The post office and the Railway Express make delivery direct^{oo} to your door; whereas freight is delivered only as far as the railroad station. When the shipments arrive at^{oo} your station, a memorandum is sent you containing the information that your shipment has arrived. Because^{oo} you plan to order paper frequently, it might be a good idea to call for the freight in your private car.^{oo} Otherwise you will have to pay trucking charges from the railroad station to 25th Street.

Let us have your^{oo} opinion of this procedure. If it appeals to you, we shall forthwith send all orders by freight.

Very truly yours, (320)

THE FINEST ERASER I EVER USED!

The RUSH-FybRglass - ERASER is the finest eraser for ink and type-writer ever made.

USERS SAY: "Leaves paper clean"—
"No smudge on carbon copies"—
"Erases single letter without erasing shield".

WE SAY: "Every RUSH-ERASER is guaranteed to satisfy, or we will refund the purchase price."

PROPEL—REPEL—REFILLABLE

REFILLS (pkg. of 2) 25c
RUSH-ERASERS, each 50c

We pay the postage.

If you order direct from us, please send the name of your stationer.

THE ERASER CO., INC.

233 West Water St., Syracuse 2, N. Y.

Gentlemen:

We sincerely appreciate your initial order and hope that this is the beginning of pleasant and cordial business relations between us.

Enclosed is a list of our established prices, special discounts¹⁰⁰ for quantity buying, and terms. It is absolutely essential that the full amount be paid in thirty days¹⁰⁰ but you will note that there is a 2 per cent discount for payment within ten days.

In accordance with the policy¹⁰⁰ of the United States Fruit and Vegetable Corporation, customers must establish their credit rating¹⁰⁰ with us before we can ship on our customary terms. Therefore, please fill in and return forthwith the enclosed¹⁰⁰ financial statement.

Very sincerely yours, (128)

Q for Quitclaim

B. J. CHUTE

in "The Saturday Evening Post"

MR. PICKETT bounded into his office, said a cheery "Good morning" to Miss Truesdale and breezed on through to his¹⁰⁰ own room, untroubled by the fact that Miss Truesdale had not responded.

He put his brief case tenderly on his desk.¹⁰⁰ withdrew himself from his topcoat and bowler hat, hung them up neatly and sat down.

There were no letters on his desk.¹⁰⁰ It was curious, since letters must have come. Letters always came to the firm of Hatcher, Pickett, and Bohn, Attorneys¹⁰⁰ at-Law.

The deduction was inescapable. Miss Truesdale had failed to sort the morning mail. Mr. Pickett¹⁰⁰ planted a thumb firmly on his push button and gazed at his letter opener, a thin, daggerish-looking affair¹⁰⁰ inscribed, "Compliments of Jos. Treeb, Insurance of All Kinds."

The door did not open. Miss Truesdale did not appear.¹⁰⁰ A baffled man, Mr. Pickett rose and went forth on a scouting expedition. The outer office was still¹⁰⁰ and lonely and empty. The electric clock on the wall informed Mr. Pickett that it was nine-thirty.

Mr.¹⁰⁰ Pickett turned and trundled back to the executive rabbit warren, selecting a door inscribed chastely with the¹⁰⁰ legend: "Mr. Hatcher." He opened this and popped his head through.

"John!" he said.

Mr. Hatcher, a thin man with a face¹⁰⁰ like an intelligent cold chisel, glanced up, weighed his words carefully and said, "Good morning, Mortimer."

"Good morning,"¹⁰⁰ said Mr. Pickett. "Have you got Miss Truesdale?"

"No," said Mr. Hatcher broodingly. "Nor have I any letters."

"She¹⁰⁰ isn't in."

"I deduced that."

"Well, well," said Mr. Pickett, mystified, but still cheery. "Must've stepped out."

"Ah," said Mr.¹⁰⁰ Hatcher.

Mr. Hatcher's door forthwith popped open again and the rest of the law firm came into the room. Mr.¹⁰⁰ Bohn was dark, youngish, and wearing his favorite necktie, which was red and which Mr. Hatcher deplored. "Hail,¹⁰⁰ gentlemen," he said cordially. "If you're looking for Jean, she's got a bad cold and won't be in today. She telephoned¹⁰⁰ to ask if it was all right, and I said sure."

"Jean?" said Mr. Hatcher, being willful.

"Miss Truesdale."

"And you assured¹⁰⁰ her it would be all right?" said Mr. Hatcher, cross-examining the witness.

Mr. Bohn said crossly, "She was sneezing¹⁰⁰ like a banshee. I couldn't in common decency—"

Mr. Pickett surged into the breach. "Come, come, John. It's not¹⁰⁰ so bad. We can get a girl from an employment agency—"

Bohn interrupted. "I'm awfully sorry,¹⁰⁰ sir," he said, "but I'm afraid we can't. I've been trying, and you can't get a girl for love or money."

Mr. Hatcher¹⁰⁰ said indignantly, "We have to have someone. I shall need Miss Truesdale today," he added. "Metcalf is coming in¹⁰⁰ this afternoon, and you know what that means."

He sounded severe, and his partners looked at each other and nodded. Hatcher,¹⁰⁰ Pickett, and Bohn had been hard at work on Mr. Metcalf for six weary weeks, dealing with a personality¹⁰⁰ that would have put a cactus plant on its mettle, and Mr. Metcalf still held the upper hand. All the attorneys¹⁰⁰ asked of him was that he would sign a quitclaim deed and go away. Perversely, Mr. Metcalf did not sign the¹⁰⁰ deed, and stayed. Once a week, at least, he came in to annoy them with his elusiveness, then departed, saying "We¹⁰⁰ shall see."

"It appears to me," Mr. Pickett said finally, "that we could manage things ourselves for one day. I could¹⁰⁰ sit outside and answer the phone. I was

planning to go over those Internal Revenue papers anyhow;⁶⁰⁰ I can do that anywhere."

Mr. Hatcher was inclined to take a dark view. "What about typing?"

"Put it off till⁶²⁰ tomorrow if you can," said Mr. Pickett quite cheerily. "If it can't be put off, we'll type it ourselves. I believe⁶⁴⁰ all the type-writer keys have letters on them. . . . Excuse me. I hear Miss Truesdale's phone."

Miss Truesdale's desk was littered⁶⁶⁰ with the morning mail, scooped up by Mr. Bohn and tossed there on arrival, and Mr. Pickett, in grabbing for the⁶⁸⁰ phone, which was shrieking tiresomely, knocked most of the letters onto the floor. He ignored them, picked up the instrument,⁷⁰⁰ and said "Hello." He then remembered his manners, cleared his throat repentantly and substituted, "Hatcher, Pickett,⁷²⁰ and Bohn; good morning."

"Give me Hatcher," said a voice.

"One moment, please," Mr. Pickett caroled competently, took a⁷⁴⁰ look at the push buttons in Miss Truesdale's desk, and pressed the one marked "Hatcher." Nothing happened. He found another⁷⁶⁰ family of buttons on the other side, also tidily named, and pressed "Hatcher" there, too. There was a moment's silence,⁷⁸⁰ then Mr. Hatcher's voice said, "Yes? Hatcher speaking."

Mr. Pickett, feeling rather Olympian, waited⁸⁰⁰ confidently for his two voices to merge. Mr. Hatcher said, "Hello, hello. Hatcher speaking." Silence, like a⁸²⁰ beautiful white dove, continued to spread her gracious wings.

"Hello-hello-hello. Are you there?" Mr. Hatcher's voice rose⁸⁴⁰ slightly. "Is anyone there?"

"I am, John," said Mr. Pickett brightly. "Your man seems to have gone. He was on a moment⁸⁶⁰ ago, and now he's gone."

Mr. Hatcher said accusingly, "You pushed the wrong button."

"I did nothing of the⁸⁸⁰ kind," said Mr. Pickett. "I pushed the one marked 'Hatcher.'"

"Ah," said Mr. Hatcher. "Well, he's gone, at any rate. . . . Are there⁹⁰⁰ any letters for me?"

"I'm sorting them, John."

"Ah." The conversation expired, owing to lack of stimulus, and⁹²⁰ Mr. Pickett put down the phone, got down on the floor and began to retrieve the morning mail. The phone lay quiet⁹⁴⁰ for a moment, and then rang again. "Um-m-m," said Mr. Pickett, who had found a letter of his own and was reading⁹⁶⁰ it interestedly on all fours. "Just a minute." He then remembered who he was and bounced back into his chair.⁹⁸⁰ "Hatcher, Pickett, and Bohn; good morning," said Mr. Pickett to the phone. He was still on the Hatcher line. He pushed the¹⁰⁰⁰ top button hastily, drew a blank, and pushed the next one.

A voice, crackling in his ear, said, "I want Hatcher. I was¹⁰²⁰ cut off."

"Yes, sir," said Mr. Pickett, made a swift resurvey of all the buttons, pushed "Hatcher" on his left and buzzed¹⁰⁴⁰ "Hatcher" on his right.

"Yes?" said Mr. Hatcher, who had apparently been crouched to spring.

"I've got your man for you again,¹⁰⁶⁰ but he seems to have gone. Wait a minute while I push the other button." He pushed the button he had started¹⁰⁸⁰ out with and was greeted by the tranquility of the ether. He switched back to Mr. Hatcher rapidly. "Are¹¹⁰⁰ you there, John?"

"I am," said Mr. Hatcher succinctly. "Stop playing games."

"There's something wrong with these buttons,"

Mr. Pickett¹¹²⁰ decided. "Hang up and I'll ring you back." He hung up himself and leaned over the desk, thinking deeply. Then he¹¹⁴⁰ picked up the phone again and pushed "Pickett," remembered that Pickett was out, pushed "Bohn," and was about to reach for the¹¹⁶⁰ Bohn buzzer when his junior partner's voice said "Hello" in his ear.

Mr. Pickett jumped. The only thing he had been¹¹⁸⁰ at all clear about was the buzzer system for getting his partner's attention, and now even this seemed to have¹²⁰⁰ betrayed him. "How could you answer me before I buzzed you?" Mr. Pickett demanded indignantly.

Mr. Bohn's¹²²⁰ voice said, "I'm sorry. I was making a call, and I pushed the wrong button. Jean's mentioned that to me before. I'm¹²⁴⁰ really very sorry. Did you want something, sir?"

"No, thank you," said Mr. Pickett politely, and hung up.

He returned¹²⁶⁰ to sorting the mail, and silence fell for the space of three seconds. Then the phone rang again. The voice this time was¹²⁸⁰ bordered with black passion, and it still proclaimed a desire to be connected with Mr. Hatcher, coupled with an¹³⁰⁰ unflattering character sketch of the blankety-blank idiot who was answering the phone.

Mr. Pickett,¹³²⁰ now two hours distant from his comforting breakfast, said, "Yes, sir. Just one moment, please," in a humble voice, put the¹³⁴⁰ telephone gently down, rose and tiptoed out of the room.

He came back with Mr. Hatcher, who sat down at the desk and¹³⁶⁰ made the connection direct. Mr. Pickett, hovering, continued to sort the mail.

"Yes?" said Mr. Hatcher. "No,"¹³⁸⁰ said Mr. Hatcher. "Yes, indeed," said Mr. Hatcher. He then put his hand over the mouthpiece and announced hoarsely¹⁴⁰⁰ that it was Metcalf on the wire. Mr. Pickett lost interest in the mail. "He's coming in this afternoon," said¹⁴²⁰ Mr. Hatcher, "about the quitclaim. Have you got that copy, Mortimer?"

"No," said Mr. Pickett promptly. "It's in¹⁴⁴⁰ the files, I imagine."

"Find it. . . . Yes, Mr. Metcalf. Certainly. Thirty will be splendid." Mr. Hatcher hung¹⁴⁶⁰ up, breathed deeply and said, "He's coming in. Help me find the quitclaim, will you, Mortimer? And that letter we had about¹⁴⁸⁰ it from Bayard and Holmes. Metcalf's coming in."

"You said that," Mr. Pickett pointed out, and bounded across the¹⁵⁰⁰ room to the filing cases. "What do I look under? B for Bayard or M for Metcalf?"

"B for Bayard, I should¹⁵²⁰ think," said Mr. Hatcher. He then added profoundly, "Or M for Metcalf. Here, I'll help you. You take B."

Mr. Pickett¹⁵⁴⁰ took B. Mr. Hatcher took M, and time marched on. After a while, Mr. Pickett said anxiously, "Could it be¹⁵⁶⁰ under Q for Quitclaim?" and Mr. Hatcher, murmuring, "Manchester, Markham, Masters," waved a silencing hand. He¹⁵⁸⁰ then said, "Middleton" rather grimly and added, "You might just get Bohn out here. The fresh approach—"

Mr. Pickett vanished¹⁶⁰⁰ rapidly and returned with the fresh approach, who was carrying a pile of papers—H for Harwood—under¹⁶²⁰ one arm.

Mr. Bohn amiably put his own papers on top of the morning mail and plunged into the files.

The¹⁶⁴⁰ best that could be said for their search was that it solved the problem of the telephone, since the whole firm was now in one¹⁶⁶⁰ place and the intercommunication system was automatically out-

witted whenever the telephone¹⁵⁸⁰ rang. It rang at regular intervals. In fact, it was a distinct surprise to Hatcher, Pickett, and Bohn to¹⁷⁰⁰ find how many calls they got in a morning. Normally filtered through Miss Truesdale, all kinds of telephone calls now¹⁷²⁰ reached them, including a racy bit of dialogue between Mr. Bohn and a woman who wanted to discuss¹⁷⁴⁰ her table linen with a laundryman.

By the time a gently perspiring Mr. Bohn had made it clear that he¹⁷⁶⁰ was neither Mr. Hepfelman nor a character who sometimes obliged when Mr. Hepfelman was out—his senior¹⁷⁸⁰ partners were in an advanced state of nerves.

"Something about table napkins," said Mr. Bohn, hanging the telephone¹⁸⁰⁰ up quietly. "Did you find the deed?"

"No," said Mr. Pickett and Mr. Hatcher palely. Mr. Pickett added,¹⁸²⁰ "Do we have Miss Truesdale's telephone number, Mac? I'm afraid we shall have to call her."

"We have it," said his junior¹⁸⁴⁰ partner unhappily, "but she takes her calls downstairs at the building superintendent's phone, and there's a nasty draft¹⁸⁶⁰ in the hallway. But, of course, if you think—"

"No, no, of course not. Wouldn't dream of it. Might develop pneumonia¹⁸⁸⁰ or something." Mr. Pickett winced at the thought. "Wouldn't there be some sort of a separate file on the whole¹⁹⁰⁰ case somewhere? John—"

"I don't know. When I want a file, I just ring her and she brings it in. . . . There's a letter here from Bayard¹⁹²⁰ and Holmes, but it's about that unfortunate affair with the street-railway people. What are we going to do?¹⁹⁴⁰ We can't just let Miss Truesdale stand about in a draft when she's sneezing."

They looked at one another helplessly, then¹⁹⁶⁰ Mr. Bohn snapped his fingers, causing Mr. Hatcher to skip like a high hill. "Why not just draw up another quitclaim,¹⁹⁸⁰ sir?" said Mr. Bohn brightly.

HATCHER and Pickett regarded Bohn with respect, genuinely glad that it was²⁰⁰⁰ their junior partner who had solved the problem. It gave him standing. Mr. Pickett said he thought he had a quitclaim²⁰²⁰ form on his desk, and, deeply stirred, he trumpeted off to get it, returning a moment later in a subdued²⁰⁴⁰ mood to announce that he had spilled ink on it last Tuesday, and anyway it was a warranty, not a quitclaim.²⁰⁶⁰

His report was received in silence, followed by a general return to the files, which already bore an²⁰⁸⁰ intimate resemblance to Times Square on a New Year's morning.

A lengthy and earnest search followed, spasmodically²¹⁰⁰ interrupted by the telephone bearing clients who wanted action. With their minds riveted on the Metcalf²¹²⁰ problem, none of the attorneys was in a mood for clients, and there was a distinct and rather peevish feeling²¹⁴⁰ that business as usual was an interruption of business in *extremis*.

This policy got carried rather²¹⁶⁰ too far when Mr. Pickett absently signed an admission of service on a complaint brought in by a small²¹⁸⁰ but bossy law clerk from the office of Brooks, Hanlon and Glaser. Mr. Pickett accepted it with great efficiency,²²⁰⁰ shoved the law clerk out the door and handed the document to Mr. Bohn to enter on the calendar.²²²⁰

Miss Truesdale herself could not have done it better. There was, therefore, no reason for Mr. Bohn to give a startled²²⁴⁰ yelp, except for the trifling

complication that the complaint should never have been delivered to them at all. It²²⁶⁰ was intended for Wylie, Wylie, Thykelson and Wylie on the next floor of the building, and there was a short²²⁸⁰ and spirited interlude during which Mr. Bohn ran a relay race against the elevator service and²³⁰⁰ won, catching the law clerk by the tail of his coat. (2309)

(To be continued next month)

Railroads

From "Time Magazine"

TO wait three months for a freight to pass, running at thirty miles an hour, is what you would have to do at any grade²⁰ crossing if all the freight cars serving the nation's steel industry during 1944 were hooked up⁴⁰ into one single freight train on that particular railroad. And if you tried to count the cars in the train, you would⁶⁰ be all worn out weeks before the little red caboose behind the 6½ million freight cars came in sight.

A chow⁵⁰ train 3,000 miles long—extending from Los Angeles to New York—would represent food transportation job done¹⁰⁰ for Army and Navy last year by American railroads—nearly eleven million tons of food, three hundred¹²⁰ sixty-four thousand cars.

"Stop trains with wind? Ridiculous idea!" was scornful greeting George Westinghouse, Pittsburgh¹⁴⁰ inventor in his early twenties, encountered from railroad men when he sought favorable attention for his¹⁶⁰ crude automatic air-brake (Patented April 13, 1869).

Actual Business Letters

Mr. Edward J. O'Brien
Dunbarton Road
Milwaukee 10, Wisconsin

Dear Mr. O'Brien:

Here is a²⁰ one-cent stamp—use it on the enclosed postal card and I will send you for free inspection, one of the most unusual,⁴⁰ quick-paying accident policies ever written for men and women over sixty years of age.

There⁶⁰ is no obligation for you to buy this policy. I just want you to see for yourself all you can get.

The⁸⁰ policy I speak of has the following unusual points:

1. A special accident protection designed¹⁰⁰ especially for men and women sixty to eighty-five.

2. This policy—written clearly, concisely—covers¹²⁰ common accidents which happen every day—automobile, truck, taxicab, street car, railroad—yes, even¹⁴⁰ elevator accidents. It covers you as a pedestrian, from accidents on farms, from tornadoes, earthquakes, fires, lighting, collapse of buildings, falling objects, etc.

3. In case of death this special policy¹⁶⁰ will pay up to \$1000. For disability up to \$100 a month; it pays as much²⁰⁰ as \$1000 for loss of legs, arms, eyes—large lump-sum benefits for dislocations or fractures of bones.²²⁰ Not only does this new policy pay benefits for disability, but, in addition, payments for²⁴⁰ hospitalization, operating room, anaesthetics, ambulance, etc. are provided.

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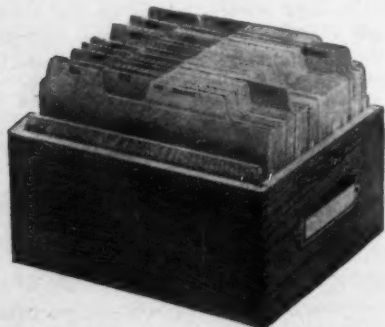


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4. It is³⁰⁰ not necessary to be employed to secure protection under this policy.

There is no question but that²⁰⁰ people over sixty are more apt to have accidents and recover more slowly from injuries than if they³⁰⁰ were younger. Long periods of disability, when you are laid up in bed, mean loss of income and a²⁵⁰ serious drain on finances. (And it certainly is not pleasant to burden relatives or friends at such a time.)³⁴⁰

I want to give you the opportunity to see this special policy—to read it. It won't cost you a penny³⁰⁰ to do that. Use the attached one-cent stamp to send in your request today. Please remember, you are not buying³⁰⁰ this policy. You are just seeing it and reading it—and seeing is believing!

Very truly yours, (399)

By Wits and Wags

TEACHER: George, is there any connecting link between the animal and vegetable kingdoms?

George: Yes, ma'am. Hash.

• • •

"LOOK HERE," stormed Brown to the estate agent, "about that riverside bungalow you sold me."

"Anything wrong, sir?" asked the agent.

"Wrong! Wrong!" exclaimed Brown. "The other morning we woke up and found that the beastly place had floated two miles down the river."

"H'm," said the agent blandly enough, "that's a stroke of good luck. The taxes are much lower down there."

• • •

"FATHER," said the shrewd boy, "I saw a deaf and dumb beggar on the street, and he had an impediment in his speech."

"A deaf and dumb man have an impediment in his speech! Don't talk such nonsense to me."

"But he had, father. One of his middle fingers was missing."

• • •

A FAMOUS ALIENIST was visiting Bermuda and a certain prominent official happened to meet him. The official, after discovering that the alienist was authority not on immigration but on the mentally unsound, asked:

"Doctor, how do you really tell if a person is insane?"

"Oh, we merely ask him a few ordinary questions which ordinary people can answer correctly."

"What type of question?"

"Well," replied the alienist, "this is the sort of thing. Captain Cook made three voyages around the world and died on one of them. Which was it?"

"Oh, I say," objected the official, "I think that's a bit steep. I'm not very good at history."

Jack Offers His Services

(Junior O. G. A. Test for March)

Dear Gail:

Don't let me hear you say again that your life is futile on the farm. I'll tell you what I'll do: I'll come and²⁰ help your Dad in my vacation while you take that Summer Course you have in mind.

I am husky and willing, and I¹⁰ jolly well know that I can learn to milk a cow or saddle a horse—no, hitch up a horse, that's it, isn't it? I¹⁰ will put in in time what I may lack in speed and skill, and your father and I will become good pals as we work along³⁰ together.

The training you get at the school will be of great value to you and to your Dad. So make your plans¹⁰⁰ and I will fill the gap while you are away.

Your friend,

Jack (110)

Brotherhood

(March O. G. A. Membership Test)

IF I can feel sympathy—feel it within and without—then the dew falls and the desert begins to blossom. By²⁰ sympathy I do not mean merely a fellowship in sorrow, but also, and no less truly, a fellowship⁴⁰ in joy—a feeling for which we ought to have an English word. To be glad when your brother men are prosperous and⁶⁰ happy, to rejoice in their success, to cheer for their victories; to be compassionate when your brother men are⁸⁰ distressed and miserable, to grieve over their failures, to help them in their troubles—this is the fraternal spirit¹⁰⁰ which blesses him who exercises it and those toward whom it is exercised.

Until all people of all lands¹²⁰ can actually feel and understand and practice this brotherhood of man we must not look for a permanent¹⁴⁰ peace in the world. (143)—Adapted from Henry Van Dyke

Transcription Speed Practice

Dear Madam:

Because you have purchased from us in the past, here is an advance tip for you! Our brand-new collection²⁰ of misses' dresses, \$10.95 to \$14.95, is ready for your inspection!¹⁰ You'll find black and an array of exciting colors in a group of popular fabrics including rayon⁶⁰ crepes, rayon gabardines, wools, and wool-and-rayon mixtures!

They are all dresses you will start wearing immediately³⁰ and continue wearing until next summer! The styles are unbelievable, so varied and new, and "just what¹⁰⁰ you wanted!" New features like the side drape, high turtle neckline, deep armholes, coat styles, hip treatment, wing sleeves, tailored and¹²⁰ dressy!

Sizes range from 10 to 20, and our entire collection will go on sale Monday, in the Moderate¹⁴⁰ Price Shop on the tenth floor. Be sure you save the date and come in and make your selections. We'll be looking forward to¹⁶⁰ seeing you.

Very truly yours, (166)

Dear Miss Olin:

The pamphlet we have just sent you is meant to tell you, first of all, how much we should like to have you²⁰ with us again, and then how faithful we still are to McPherson standards of quality and quite widely famous⁴⁰ services.

Note in particular, for instance, the pages dealing with our recently enlarged and redecorated⁶⁰ second floor and the attractive fashions for women and misses to be found there: notably, our dresses⁸⁰ in

sizes 10 to 20; our popular rainy-day apparel; and the coats and suits, both furred and unfurred, that¹⁰⁰ are now in a shop of their own.

So come in soon, won't you, to see these brilliant and complete collections of smartly¹²⁰ styled clothes. Nowhere else will you find such a wide and varied selection from which to choose. As elsewhere in the store, all¹⁴⁰ our friendly customer facilities will be at your command, including the McPherson charge account that makes¹⁶⁰ shopping here, as well as your orders by mail or telephone, so pleasant and so simple.

Sincerely yours, (179)

A Typical Letter from a Returning Business Educator

Editorial Note: Since V-J Day, we have received many letters from returning veterans who, prior to the war, held responsible positions in business education. As we read these letters, we were impressed by one outstanding fact common to them all: The importance of the tasks assigned each of them and the outstanding success of all in carrying out their responsibilities. Naturally, the writers did not praise themselves; we merely read between the lines. We are publishing one of the letters because it is typical of them all, and we should like our readers to enjoy it with us.

November 7, 1945

I ENTERED the Air Corps in May, 1942. My first duty assignment was that of an instructor in the Air Corps Officer Candidate School at Miami Beach, Florida. After teaching for a few weeks, I was made chief of one of the sections of instruction. Later I was made assistant director of the Academic Department of the Officer Candidate School and after a short tour of duty in this capacity was made director of the Academic Department of the school. I was on duty with the Officer Candidate School for seventeen months.

From the Officer Candidate School, I was sent to Ft. Sumner, New Mexico, as director of the Ground School of the Two-Engine Advanced Pilot School there. My tour of duty at the pilot school was for nine months.

From the pilot school, I was sent to work with the Contract Audit Division of the Army Air Forces Headquarters at Dayton, Ohio, in connection with the termination of Government contracts. I was in this work for fourteen months; first as an instructor in the Contract Audit Division school at Dayton, then as Assistant Chief of Fixed Price Terminations in the Central Audit District at Detroit, Michigan. In June of this year, I was transferred back to Dayton, Ohio, from Detroit as the training officer for the Contract Audit Division. This work included the setting up of a training program for all of the Contract Audit Division installations in the

War's End and Women Workers

A total of four million women entered industry after Pearl Harbor, creating a total of more than seventeen million working women. One and one-half million was about the normal expectation for new women workers from 1940 through 1945. Of the total of four million new workers, about one and one-half million are expected to drop out now.—*Vocational Trends*

United States. After preparing the program I was permitted to return to civilian life and was placed on terminal leave on September 3. School started here September 19, so I was just in time for it. I held the rank of captain when placed on terminal leave. My final discharge papers should come through November 22.

The enrollment in our department has improved considerably over what it was a year ago.

A study is being made now to determine just how the department of commerce can best serve returning veterans.

I am learning much this fall myself. I am taking a course in elementary cabinet making in our Industrial Arts Department. It is my first course in this field and I am learning more about how to teach than I am about cabinet making. I am finding out just how difficult an entirely new subject can be for a person. This is going to make me more tolerant with students taking their first work in accounting.

Having grown up on a Kentucky farm, I could not resist the temptation any longer. This fall I bought a blue grass farm of 218 acres just ten miles from the college. I have a renter for next year and plan to raise burley tobacco and purebred Hereford cattle.

I can assure you that it is mighty good to be back at the same old job again.—*R. R. Richards, head, Department of Commerce, Eastern Kentucky State Teachers College, Richmond, Kentucky.*